

**KENTUCKY DEPARTMENT OF  
21<sup>st</sup> Century Community Learning Centers  
RFA Submission Deadline: N**

CCLC18 ORIGINAL - 102

Check application type - **Must be indicated in order for application to be reviewed**

- ☐ New Applicant (\$150,000)
- ☒ Continuation Applicant (\$100,000)
- ☐ Expansion Applicant (\$100,000)

Site to be served by grant (2 sites maximum). If more than one site, each must meet all RFA requirements:

- 1) Harrison Elementary School DISTRICT DUNS # 091511063
- 2) \_\_\_\_\_

<b>Fiscal Agent</b> Pleasant Green Baptist Church	<b>Co-Applicant</b> Fayette County Public Schools
<b>Mailing Address (street, city zip code)</b> 540 W. Maxwell Street Lexington, KY 40508	<b>Mailing Address (street, city zip code)</b> 701 E. Main Street Lexington, KY 40502
<b>Superintendent/Chief Executive Officer</b> <b>Typed Name:</b> Rev. T.H. Peoples, Jr., Pastor	<b>Superintendent/Chief Executive Officer</b> <b>Typed Name:</b> Dr. Manny Caulk
<b>Project Contact</b> <u>Dr. Lynn Smith</u>	
<b>Agency</b> <u>Pleasant Green Ed. Corp</u>	<b>Telephone No.</b> <u>859-552-6827</u>
<b>Fax No.</b> <u>859-252-2214</u>	<b>Email</b> <u>drllynnsmith1@yahoo.com</u>

As confirmed by the signature(s) below, I/we confirm that the attached application was reviewed and approved for implementation by authorized representatives of all agencies connected with this application, including local school board(s), school site-based council(s), and the governing board(s) of other public and private organizations. I/We further confirm: (1) the information in this application is correct and complete; (2) failure to comply with all requirements and assurances, as listed in the RFA, will negatively impact funding and/or eligibility to apply for future grant opportunities; and (3) 21<sup>st</sup> Century Community Learning Centers will operate in accordance with current federal laws and regulations and the provisions of this application as approved.

**Fiscal Agent:** Superintendent/Chief Executive Officer

Date

Rev. T.H. Peoples, Jr.

11-15-17

**Co-Applicant:** Superintendent/Chief Executive Officer

Date

[Signature]

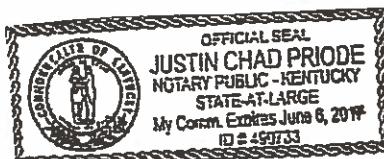
11/20/17

**Notary Public**

[Signature]

My commission expires:

06/16/2019 (Notary Seal)



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## **Assurances Requirements for Applicant and Co-Applicant**

1. The applicant assures it afforded reasonable opportunity for public comment on the application before the program application was submitted and has considered such comments.
2. The applicant assures it has described steps to ensure it will make equitable access to and equitable participation in the programs/activities to be conducted with such assistance as addressing the special needs of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the General Education Provision Act (GEPA) page 6 in Section 427 <http://www.ed.gov/policy/elsec/leg/esea02/index.html>)
3. The applicant must have a Data Universal Numbering System (DUNS) number.
4. Administer the 21<sup>st</sup> Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans and applications.
5. Adopt and use proper methods of administering 21<sup>st</sup> CCLC, including: the enforcement of any obligations imposed by law; the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and the adoption of written procedures for the receipt and resolution of complaints alleging violations of law or other state and federal requirements in the administration of such programs.
6. Cooperate in carrying out any evaluation of 21<sup>st</sup> CCLC conducted by or for the Kentucky Department of Education (KDE), the US Secretary of Education or other Federal officials.
7. Permit & mandate appropriate program staff to attend the required trainings specified in the Request for Application and has budgeted funds for such participation each budget year of the grant.
8. Use such fiscal control and fund accounting procedures so as to ensure proper disbursement of funds and reporting procedures consistent with KDE accounting practices.
9. Submit copies of annual external audit as required by KDE if the applicant is a CBO or FBO.
10. Make reports to the KDE and the US Secretary of Education as may be necessary, to enable such agency and the US Secretary of Education to perform their duties and maintain such records, provide such information and afford access to the records as the KDE and the Secretary may find necessary to carry out their responsibilities.

11. Comply with the following to receive funding in the fourth and fifth years of the grant cycle:
  - Ability to demonstrate substantial progress has been made toward meeting the stated goals and objectives, in measurable terms, as stated in the original grant application within the first three years;
  - Maintain the scope of the original level of programs and services to the same number of students at reduced grant allocation in the fourth year;
  - Maintain the scope of the original level of programs and service to the same number of students at reduced grant allocation in the fifth year or beyond. (The minimum grant award during any one year will be \$95,000); and
  - Provide documentation of completed federal and state report as required.
12. Comply with provisions of Title IX of the Every Student Succeeds Act, the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, 82 and 85, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200.
13. Comply with the following acts of Congress:
  - a. Single Audit Act of 1984
  - b. Civil Rights Act of 1964
  - c. Gun-Free Schools Act of 1994
  - d. Americans with Disabilities Act 1990
  - e. Pro-Children's Act of 1994
14. Comply with the Stevens Amendment.
15. Comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).
16. Not utilize any federal funds to lobby Congress or any federal agency.
17. Abide by and remain current on collection of and reporting of data.
18. Abide by and remain current on rules and regulations governing allowable and unallowable uses of funds.
19. **The school district, as fiscal agent or co-applicant, agrees to provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection.** (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).

20. If a non-governmental agency (CBO or FBO) serves as the fiscal agent, the school district/school must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection. (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).
21. Meet the minimum number of hours and days as required under program operations.
22. Begin program no later than three weeks after school starts and end no sooner than two weeks prior to school ending.
23. Provide dedicated space in the school(s) served for site coordinator to use daily for program duties and provide dedicated program space in the school(s) served during approved program hours of operation during both the academic school year and summer months. Programming space shall be sufficient in size for the number of students to be served and appropriate for the approved activities.
24. A minimum of two certified teachers must serve in the program a minimum of 8 hours each per week per teacher or a combination of certified teachers may be used to meet the 16 hours required weekly.
25. Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21<sup>st</sup> CCLC funds may not pay for snacks or meals. Other funding sources or donations must be secured to provide for the program.
26. Immediately notify KDE of a change of director, site coordinator, or data entry personnel.
27. Allow site coordinators and directors access to 21<sup>st</sup> Century guidelines and required KDE trainings.
28. Uphold the parameters of the agreement with the Co-Applicant as outlined in the original application for the duration of the grant cycle.
29. Provide comparable opportunities for the participation of both public and private school students served by the award.

### **30. ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS -**

The grantee agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Kentucky Department of Education may withhold funds otherwise due to the grantee from this grant program until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on any noncompliance, misappropriation of funds, monitoring finding, audit finding or pending final report. **Grantees failing to meet one or more of the grant requirements will be subject to an "Out of Compliance" and "High Risk" status. Grantees who significantly fail to comply with any term of the grant will be considered "High Risk." Once a grantee enters the "High Risk" status, it may become necessary to hold funds until any critical issues become resolved. A "High Risk" grantee will have four months to become compliant. Failure to become compliant past the timeline of four months will initiate the termination process.**

31. The Kentucky Department of Education, by written notice, may terminate the grant award for non- performance by the sub-grantee at any time during the term of the award. Examples of "High Risk" non-performance/non-compliance include, but are not limited to, the failure to:

- A. Provide a high quality program with evidence of academic progress;
- B. Implement the program as described in the application;
- C. Serve number of regular attendee students as stated in the application;
- D. Meet the minimum hours of operations (hrs./days/weeks/summer)
- E. Adhere to assigned assurances;
- F. Submit required reports and documentation in a timely manner;
- G. Use funds in a responsible and appropriate manner;
- H. Resolve a non-compliance audit/monitoring finding;
- I. Submit required data within the given timeframe;
- J. Implement a required Corrective Action Plan

**32. ASSURANCE REGARDING CONTINUATION OF FUNDING -** Pending adherence to state and federal guidelines of the grant, continued federal appropriations and improved academic performance of students, applicants will receive continuation funding for grant years four and five. During year three, KDE will review programs to determine eligibility for an additional two years of funding. If continued, in years four and five, programs must maintain the original level of programs and services to the same number of students. **The applicant understands that termination of the grant due to non-compliance, or if applicant withdraws mid-cycle from a successfully funded grant, the applicant will be ineligible to re-apply for a future grant to serve the identified school(s) for the remainder of years in the grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may re-apply as a continuation applicant but will be ineligible for any priority points awarded to continuation applicants.**

33. Uphold these assurances regardless of change of individual's serving in the role or capacity of representative signing the application.

### Assurances Signature Page

As an official representative of the Fiscal Agent, I certify that I have read this application and all assurances. By signing below I approve of this application, will adhere to all assurances and pledge my support:

**Fiscal Agent Signature and Title**

**Date**

Rev. T. H. Payton, Jr., Pastor

11-16-17

As an official representative of the Co-Applicant, I certify that I have read this application and all assurances. By signing below I approve of this application, will adhere to all assurances and pledge my support:

**Co-Applicant Signature and Title**

**Date**

[Signature]

11/20/17

As an official representative of the School, I certify that I have read this application and all assurances. By signing below I approve of this application, on behalf of the school, will ensure the school adheres to all assurances and pledge my support:

**School Principal** (school being served)

**Date**

Lamie L. [Signature]

10-25-17

**School Principal** (if more than one school being served)

**Date**

\_\_\_\_\_

\_\_\_\_\_



## 21<sup>st</sup> CCLC Project Summary

Not to exceed three pages (62-63)

### List Program Goals:

1. Increase academic achievement of regularly participating students.
2. Improve non-cognitive indicators of success for regularly participating students.
3. Increase the number of students attending the program 30 days or more during the academic year.
4. Increase access to high-quality programming.
5. Increase access to college/career awareness and exposure for elementary students.
6. Increase educational support opportunities for parents and families that support academic achievement.

### List Program Objectives:

- 1.1 Increase by 15% the number of students who increase their reading and math grades by 2022
- 1.2 Increase by 10% the number of students achieving proficiency in reading and math by 2022
- 2.1 Reduce by 20% in-school and out of school disciplinary referrals by 2022
- 3.1 Increase by 20% the number of students attending 30 days or more by 2022
- 4.1 Increase by 20% the number of students participating in homework help, academic and social enrichment activities by 2022
- 5.1 Increase by 20% the number of students attending the program participating in college/career preparation activities by 2022
- 6.1 Increase by 20% the number of parent/guardians of participating students participating in educational opportunities by 2022

PGBC 21<sup>st</sup> CCLC, a faith-based, neighborhood after school and summer program, will continue to serve at least 90 Harrison Elementary Students (HSE) K-5 students and their families. All HSE students (270) are eligible to participate. HSE is a school-wide Title I School with 89% of the students qualifying for free/reduced lunch(2016-2017 KY Qualifying Data Report). We will serve 45 students at our neighborhood site and 45 students at the school site. Our priority students are free and reduced lunch students who are scoring below proficiency in core academic areas of reading and math. Our program also targets special populations of students living in the vicinity of the school and church who are at-risk of being "latchkey" children and who are identified as having several risk factors associated with negative social behaviors and school failure. Students with special needs are eligible for participation and accommodations are provided in accordance to their identified needs. Because we are a neighborhood center, we serve as a hub for extending learning opportunities for families who do not have access to or economic resources for high quality, safe and academically-focused after school programming in the community where they live.

Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
<b>Increased Academic Achievement</b>  1.1 Increase by 15% the number of students who increase their reading and math grades by 2022  1.2 Increase by 10% the number of students achieving proficiency in reading and math by 2022	KY Academic Standards  Research-based reading, math, and science curriculum  Certified teachers  Applicant, co-applicant and partner resources	-Homework assistance -Academic tutoring, remediation, and acceleration -Technology-based instructional assessment and enrichment programs -High quality, afterschool and summer programming -K-3 Reading intervention	All students below proficiency in reading and math  Regularly participating students	KDE School Report Card  K-PREP Assessment Scores  School Improvement Plan  Teacher survey data	Percentage of students who test proficient/ distinguished on K-PREP reading and math  Percentage of students who raise their reading and math grades
<b>Increase Non-Cognitive Skills</b>  2.1 Reduce by 20% in-school and out of school disciplinary referrals by 2022	KY Academic Standards  Social skills and character education enrichment curriculum  Community and college mentors  School counselor	-Pro-social opportunities to develop social skills (e.g., service learning, recreation, field trips, etc.) -Mentoring by college students and community members -Caring Classrooms curriculum, conflict resolution and character education curriculum -Arts Enrichment Clubs (dance, drumming, theater, art etc.) -Positive behavior support curriculum	All program participants  Male participants	School Improvement Plan  Disciplinary data  Teacher survey data	Percentage of decreased in in-school and out-of-school disciplinary referrals

Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
<b>Increased Attendance</b>  3.1 Increase by 20% the number of students attending the program 30 days or more by 2022	Family Resource Center; school administrators and staff  Staff relationships with students, parents, and families  21 <sup>st</sup> CCLC Advisory Council and partners  Youth Advisory Council	-Fun, engaging, hands-on enrichment activities -Family outreach and engagement -Family activities -Attendance incentives	All program participants  All families of participants	Enrollment and attendance records  CAYEN – APLUS records  Student survey data	Percentage of students attending the program 30-50 days and 60 days or more  Percentage of students who increase attendance
<b>Increased Access</b>  4.1 1 Increase by 20% the number of students participating in homework help, academic and social enrichment activities by 2022	Continued 21 <sup>st</sup> CCLC funding  Program recruitment materials  21 <sup>st</sup> CCLC Advisory; Family and youth Council and partners  Family Resource Center; school administrators and staff	- Afterschool programming 4 days per week; 3 hours + -4 week summer programming; 5 days per week; 7 hours per day -Family activities -Parent/family meetings -Parent/family advisory council meetings	All program participants  All families of participants	Enrollment and attendance records  CAYEN – APLUS records  Family Resource Center Data	# of attendees enrolled  # of family members participating in educational activities and family events
<b>Increased College &amp; Career Awareness</b>  5.1 Increase by 20% the number of students attending the program participating in college/career preparation activities by 2022	Local colleges  College and community mentors  Local business and community professionals  21 <sup>st</sup> CCLC Advisory Council and partners  Skill building curriculum	-College and career awareness-themed activities -Community college fair -Church career fair -Field trips to college campuses -Guest speakers from professional fields and businesses -MEGA Skills curriculum for building students character and achievement -STEM fields curriculum	All program participants  All families of participants	Attendance records and sign in sheets  Family annual survey  Family resource center participant data	Percentage of students who participate in college and career awareness activities  Number of CRR events and activities attended
<b>Increased Family Engagement</b>  6.1 Increase by 20% the number of parent/guardians of participating in educational opportunities by 2022	Family Resource Center; school administrators and staff  21 <sup>st</sup> CCLC Family Advisory Council  Program staff	-Six parent/family skill building activities to support their children's academic achievement -Family engagement and literacy nights -Parenting skills and other workshops -Parent/Family Advisory Council	Parents/ guardians of all program participants	Attendance records  Sign in sheets  FRYSC needs assessment survey  21 <sup>st</sup> CCLC parent end of year survey	Percentage of parents/ guardians who attend 2 or more family activities  Percentage of families who attend 2 or more skill building activities

## **Part I: Need**

### **1.1 Compelling Need**

The Pleasant Green Baptist Church (PGBC), a faith-based organization, submits this continuation proposal in collaboration with our co-Applicant, Fayette County Public Schools and our partners. Since 2008 we have operated the PGBC neighborhood-based 21<sup>st</sup> Century “Learning Center” that serves Harrison Elementary School (HES), a school-side Title I school with 89% of students eligible for free/reduced lunch. Since 2008 we have provided access to and served over 700 HSE students and their families. We currently serve K-5<sup>th</sup> grade students/families who otherwise would not have access to free, high-quality supplemental learning opportunities afterschool and in the summer, and who are most at risk of failing to meet grade level standards. This continuation grant will allow us to continue to serve HSE students who experience a number of academic and non-cognitive needs outlined in the proposal.

PGBC and HSE are both located in downtown Lexington – Fayette County, surrounded by several high poverty communities with high unemployment. The school is less than 1 mile from the church. Ten percent (10%) of the students attending HES are homeless and many students come from single parent households. There is a 40% transiency rate for HSE students. A community and family needs assessment survey indicated that 65% of students are considered “latch-key students” and would go home with an older sibling or relative rather than attend an afterschool program. The Learning Center is currently the only neighborhood-based expanded learning program in close proximity of the church and HES. We are one of the few faith and neighborhood-based 21<sup>st</sup> CCLC’s in the state of Kentucky and the only one in our city. The PGBC 21<sup>st</sup> CCLC Advisory Council, HSE’s Principal, Family Resource Center (FRYSC) Director, and certified teacher were involved in developing the needs, goals, and activities outlined in this proposal.

## NEED 1: ACADEMIC ACHIEVEMENT

While HES is making progress, a large number of students are not reaching proficiency in core content areas. As Table 1 indicates, 65% of HSE's students are *NOT* achieving Proficiency or Distinguished in reading, and 64% are *NOT* achieving Proficiency or Distinguished in math.

**Table 1. 2015-2016 K-PREP READING & MATH PERFORMANCE**

	Percentage Novice	Percentage Apprentice	Percentage Proficient	Percentage Distinguished
Reading	36.8%	28.6%	25.6%	9%
Math	24.8%	39.8%	27.1%	8.3%

Source: KY Department of Education 2016-2017 School Report Card

Similarly, a large percentage of HSE's low income and diverse students are experiencing serious achievement gaps. As Table 2 indicates, White students make up 23% of student population with 44% scoring Proficient or Distinguished (PD) in reading and 41% in math. African American students make up 50% of the student population with only 26% scoring PD in reading and 30% in math. Hispanic students make up 15% of the student population with only 28% scoring PD in reading and 29% in math. Free and reduced lunch students make up 89% of the student population with 35% scoring PD in reading and 34% in math.

**Table 2. 2015-2016 K-PREP READING & MATH PERFORMANCE BY GROUP**

Group	% of Student Population	% Novice		% Apprentice		% Proficient		% Distinguished	
		Reading	Math	Reading	Math	Reading	Math	Reading	Math
White	23%	38%	16%	16%	41%	32%	25%	12%	16%
African American	50%	40%	27%	38%	41%	20%	26%	6%	4%
Hispanic	15%	29%	33%	41%	29%	16%	25%	12%	4%
Free/Reduced Lunch	89%	36%	24%	27%	40%	27%	27%	8%	7%

Source: KY Department of Education 2016-2017 School Report Card

As the 2016-2017 data reveals, large numbers of HSE students are not achieving Proficiency. The Learning Center has been a vital partner to HSE in providing needed

extended learning opportunities for students and families over the past 9 years. Continuation funding will allow us to expand our academic support in core academic subjects and serve larger numbers of students by serving HSE students at our neighborhood center and at the school site.

## **NEED 2: NON-COGNITIVE INDICATORS OF SUCCESS**

The second area of identified need relates to the need for non-cognitive enrichment activities to promote students' social and emotional growth and development. A number of non-cognitive indicators (discipline, behavior, negative social behaviors, racial and gender disparities) impact and create barriers to learning for HES students, especially African American males (2015-2016 School Report Card). Fifty percent (50%) of behavior events were reported for African American students and 78.9% were reported for males. See Table 4 below.

**Table 3. Behavior Events by Race and Gender**

<b>White</b>	<b>African American</b>	<b>Hispanic</b>	<b>Male</b>	<b>Female</b>
34.8%	50.7%	3.5%	78.9%	21.1%

Source: HSE School Improvement Plan

## **NEED 3 AND 4: ACCESS TO HIGH QUALITY, AFFORDABLE EXTENDED SCHOOL PROGRAMS AND HIGH ATTENDANCE**

Lack of transportation and access to high quality, affordable afterschool programs were identified as challenges that many families at HSE experience (PGBC 2016 Family Survey). Our program provides transportation to our neighborhood site, which provides students and families with access to extended school opportunities they would not normally have. The survey also indicated that homework help and tutoring is a great need of families. Our 2016 family survey and the HSE FRYSC survey found that many HSE students don't ESS or do so inconsistently because of the challenges with transportation or work schedules.

## **NEED 5: ACCESS TO COLLEGE AND CAREER READINESS**

A cornerstone of Kentucky's Unbridled Learning Accountability model is ensuring that *all* students are college and career ready. Our district's 2016 College and Career Readiness score indicates that 51% of our districts graduates are college and career Ready. Many of the students and families we serve have not been exposed to or had access to college and career opportunities. Our 2016 survey found that 85% of our families have never been enrolled in college or a technical program and 10% of families are first generation college attendees or graduates.

## **NEED 6: FAMILY ENGAGEMENT AND SUPPORT**

A large body of research shows that parental engagement and support are key indicators of children's academic and social success (Child Trends). *The 2020 VISION: "Changing the Face of Education in Fayette County Report"* found that 65% of students who attend downtown schools do not have access to affordable, high quality afterschool and summer learning opportunities. The report found that a large majority of low-income students are considered "latch key" children who are more likely to be at home alone or with siblings during the hours from 3:00 – 6:00 p.m. This grant will allow us to continue to provide much needed family support and education.

### **1.2 Participants to Be Served**

The Learning Center will continue to serve K-5<sup>th</sup> Grade students who attend HSE. All HSE students are eligible to participate, however, our first priority is to target and serve 90 students who are not at grade level benchmark in MAP testing and/or are not proficient in reading and math. We will serve 45 students at the school and 45 at our neighborhood center, with 50% attending regularly. Providing services at both sites is critical in serving larger numbers of students and eliminating the transportation barrier. We target students for the neighborhood site who cannot or will not stay after school due to other obstacles.

### **1.3 How Risk Factors are Remedied**

Some of the risk factors our students and families experience include, lack of access to affordable, safe and supervised child care, lack of high quality extended academic, social and cultural opportunities, and lack of transportation as outlined in Table 4 below. We have worked with our partners to eliminate many risk factors our students and families experience. We provide programming for our families at no cost. We also provide van transportation from the school to our center for families who are not able to transport the children, don't have transportation, or they are working. We prevent many of our students from being "latch-key" children.

**Table 4. Needs & Risk Factors**

<b>Identified Needs</b>	<b>Risk Factors</b>	<b>Support Programming</b>
Academic Achievement	Students: Not at grade level in reading and math; not achieving proficiency in math and reading; lack of access to homework help and high quality tutoring and enrichment	Access to: <ul style="list-style-type: none"><li>▪ Daily homework help</li><li>▪ Individual and group tutoring</li><li>▪ Expanding learning opportunities in Literacy and STEAM (Science, Technology, Engineering, Art and Math)</li><li>▪ Certified teacher/ literacy specialists</li></ul>
Non-Cognitive (Social & Emotional) Skill Development	Students: Lack of access to social, cultural, and emotional enrichment programs; Lack of access to mental health support; lack of positive role models	Access to: <ul style="list-style-type: none"><li>▪ Social, cultural and emotional enrichment activities and clubs</li><li>▪ Arts enrichment (music, drama, dance, art, drumming)</li><li>▪ Physical education and recreation activities</li><li>▪ Character education programming</li><li>▪ Service learning projects</li><li>▪ Nutrition and cooking classes</li><li>▪ Educational field trips</li></ul>
Access to College and Career Readiness	Students & families: Lack of access to college and career readiness exposures Lack of college mentors Lack of college attendance by parents/families	<ul style="list-style-type: none"><li>▪ Access to:</li><li>▪ College and career readiness activities</li><li>▪ Annual community college career fair</li><li>▪ College mentors for students</li></ul>
Access to High Quality After School Programming  Barriers to attending ESS and other afterschool program regularly	Families: Lack of transportation; lack of funds to enroll students; lack of high quality programs in the community; conflicting work schedules; parents working; lack of finances	<ul style="list-style-type: none"><li>▪ Quality after school programs from 3:00 -6:00, 4 days per week for families who work</li><li>▪ No cost programming</li><li>▪ Safe, accessible location</li><li>▪ Transportation from the program to our center</li><li>▪ High quality academic, social and emotional enrichment programming</li></ul>

Parent/Family Engagement and Support	Limited financial resources; Lack of transportation Work schedules	Access to: <ul style="list-style-type: none"> <li>▪ Parent and family education sessions that build skills</li> <li>▪ College and career readiness opportunities</li> <li>▪ Family night skill building sessions (e.g, math night, science night, literacy night, etc.)</li> <li>▪ Homework help training</li> </ul>
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To address the risk factors of low achievement and school failure, we provide intense, engaging, academic-focused programming that provides our students with extended opportunities to master reading and math content. We provide a number of family literacy activities throughout the year to increase adult literacy. Our community partners assist us with in-kind financial and human resources to remove the many barriers that students and their families experience.

#### **1.4 Identified Needs and Expected Outcomes**

The Learning Center addresses students' identified needs through a blend of academic, social, health, cultural enrichment, family literacy, college and career readiness services for the students and families we serve. There is a clear linkage between the identified needs, program components, and expected outcomes as shown in Table 5.

**Table 5. Linkages Between Needs, Program Components and Expected Outcomes**

Identified Need	Program Components	Expected Outcomes
Increased Academic Achievement	<u>Daily Academic Enrichment, Remediation &amp; Acceleration</u> - Daily homework help - Individualized and group tutoring - Individualized and group literacy intervention (K-3) - Literacy through the arts, Research-based Academic, social, cultural enrichment connected to new Kentucky Academic Standards (Success Maker, IXL language arts and Math) <u>College &amp; Career Readiness Activities</u> Mega Skills, Habits of Mind Guest speakers Local college visits College and career fair	-Increase by 10% the number of students who are proficient in reading and math -Increase by 15% the number of students who improve reading and math grades by at least one grade - 85% of students participate in Increase college and career readiness activities -85% of participating students participate in daily homework help, academic enrichment
Increase Non-Cognitive Skills	<u>Social and Cultural Enrichment</u> -Weekly research-based social and emotional development activities: -Second Step curriculum -Caring schools curriculum -Mentoring program	- Increase by 50% positive classroom behavior and engagement among program participants - Decrease the number of discipline referrals in school by 20% among program participants



		- Increase social and emotional skills among 75% of students
<b>Increased Attendance</b>	<ul style="list-style-type: none"> <li>-Transportation</li> <li>-Incentives</li> <li>-Engaging, fun, enrichment activities</li> <li>-Parent/family activities</li> <li>-Career readiness activities</li> <li>-Guest speakers</li> </ul>	Increase by 20% the number of students attending the program 30 days or more by 2022
<b>Increased Access</b>	<ul style="list-style-type: none"> <li>-Access to afterschool program 4 days per week</li> <li>-Transportation to program from school site</li> <li>-School-based enrichment clubs</li> </ul>	Increase by 20% the number of students participating in homework help, academic and social enrichment activities by 2022 Enroll 90 students in the program with 50% regular attendees
<b>Increased College &amp; Career Awareness</b>	<ul style="list-style-type: none"> <li>-<u>College and career readiness activities</u></li> <li>-Annual community college career fair</li> <li>-College mentors for students</li> </ul>	Increase by 20% the number of students attending the program participating in college/career preparation activities by 2022  90% of students enrolled in the program will participate in college and career readiness activities 50% of families will participate in college and career readiness activities
<b>Increased Family Engagement</b>	<u>Family Engagement and Support</u> <ul style="list-style-type: none"> <li>-Regular family involvement activities</li> <li>- Family Night</li> <li>-Mini parent education workshops</li> <li>-Parent/Family Advisory Council, NCEBC Literacy center activities</li> </ul>	Increase by 20% the number of parents/families who participate in at least family school activities  50% of parents/families will participate in at least 2 Family Nights and 2 family involvement activities

### **1.5 School Personnel & Determining Needs**

The Learning Center has built a strong partnership with the local district and Harrison Elementary School over the past 9 years. Through this ongoing partnership, our staff and school staff meet and share information regularly to determine and meet student needs. In addition, our Advisory Council, which includes district staff, the HES principal, Family Resource Center director, certified teacher, and community and business representatives, meets quarterly to provide resources to meet students' needs. The Advisory council was involved in the identification of the needs and programming for this proposal at our October meeting. HSE's school improvement plan was also used. We also met with the principal and school staff several times to develop the grant proposal. They provided student and school data (grades, disciplinary data, MAP scores for students, family surveys, etc.) and current student needs.

## **PART TWO: Quality of Plan**

### **2.1 Goals, objectives, and outcomes**

The goals, objectives and outcomes are clearly defined in the Project Summary on pages 7-8 and in Table 5 on pages 14-15, and are aligned with the 21<sup>st</sup> Century CCLC grant outcomes:

1. Increase academic achievement of regularly participating students.
2. Improve non-cognitive indicators of success in regularly participating students.
3. Increase the number of students attending the program 30 days or more during the academic year.
4. Increase access to high-quality programming.
5. Increase access to college/career awareness and exposure for elementary students.
6. Increase educational support opportunities for parents and families that support academic achievement.

### **2.2 Activities and Services to Support Program Goals, Objectives and Outcomes**

Activities and services to support the goals, objectives and outcomes are aligned to the needs identified in the Project Summary on pages 7-8 and in Table 5 on pages 14-15. Activities and services are focused on reducing barriers and improving students' academic and non-cognitive needs through high quality academic enrichment opportunities. Family services are designed around reducing barriers and helping them support their children's academic achievement.

### **2.3 Connections Between Program Offerings and Kentucky Academic Standards**

The academic program offerings implemented by PGBC are research-based and aligned with Kentucky's Academic Standards in reading, math, and science. Because we are not a school, we work closely with teachers to ensure that our academic assistance and tutoring components reinforce Kentucky's Academic Standards being taught during the school day. We hire a certified teacher from the school to ensure that our academic enrichment, remediation, and acceleration components are aligned with the classroom. Certified teachers in the program develop unit plans that are aligned with Kentucky's Academic Standards. Only technology-based resources that are evidence-based and aligned with Kentucky's standards are

used in the program (e.g., Great Leaps Reading, Quirkles Science, XL Math, Reading A to Z). Students are provided opportunities to practice the skills they are learning during the school day. See Table 6.

**Table 6. Linkages Between Program Offerings and *Kentucky Academic Standards***

<b>Program Offerings</b>	<b>Linkages to KY's Academic Standards</b>
Web-based Academic Tutoring and Math, Literacy and Science Enrichment Literacy through the arts	Quirkles Science, Success Maker and IXL Math and Language Arts provide research-based, engaging math, science, and literacy activities that are directly aligned to the Kentucky's Academic Standards. Assessments and incentives are built into the technology platforms.
Individualized and group tutoring and instruction in reading and math	Certified teachers align the tutoring to Kentucky's Academic Standards. The K-3 Literacy program is aligned Kentucky Academic Standards
Academic Enrichment	Teachers develop unit plans aligned to standards that are connected to enrichment activities

#### **2.4 Improving K-3 Reading Proficiency**

Our K-3 Reading program is designed to enhance students' reading proficiency through reading and literacy activities that align to the school. We will prioritize K-3 students who are not meeting their reading grade level benchmarks in MAP. HSE is currently using researched-based programs such as XL Reading and Great Leaps Reading for remediation and acceleration. We utilize these programs to provide extending learning opportunities beyond the regular school day.

Both of our certified teachers are literacy specialist and conduct benchmark and pre-post reading assessments at the beginning of the year to plan individual and group reading intervention to increase students' skills (e.g., fluency, comprehension, etc.) and provide opportunities for practice. K-3 students participate in reading/literacy enrichment activities, four days per week, including intensive individual and group instruction with certified teachers, technology and research-based reading enrichment, family literacy night, read-ins, and literacy through the arts. Our STEM curriculum, Quirkles is a literacy-based program that includes books and science experiments.

## **2.5 Principles of Effectiveness**

The Principles of Effectiveness were used to guide the development of the program objectives, academic components, expected outcomes and measures. Services support the program goals, objectives and outcomes and are aligned to the needs identified in the need section and the Project Summary on pages 7-8 and in Table 5 on pages 14-15. The activities and services meet the Principles of Effectiveness:

1. We used a variety of objective data sources (e.g., K-PREP, School Report Card, School Improvement Plan, CRR data, discipline and safety data, students' grades, Child Trends) to develop program activities to meet the Principle of Effectiveness #1. These data are used by program staff to plan program activities and to assess how students' are progressing toward identified objectives.
2. We developed performance measures that are aligned to the programs, services, and expected outcomes to meet the Principle of Effectiveness #2. We used the SMART Goals framework to ensure that the performance measures are specific, measurable, achievable, results-focused, and time-bound. The performance measures are used as bench-marks to track student performance in monthly, quarterly, and annual intervals by staff.
3. The program utilized research and evidence-based reading, math, science curriculum and programs to improve academic skills to meet the Principle of Effectiveness #3. We used Child trend, parent/family engagement, homework help research and KDE and the Center for Summer Learning's research-based programs and strategies to improve our students' achievement. We also use evidence-based technology programs with built in assessments (e.g., Great Leaps, XL Reading, XL Math, Reading A-Z, etc.)

## **2.6 Linking Program to School Day**

Since we are not housed in a school, our staff works diligently to involve district and school staff in the development of program goals, objectives and curricula offerings. The principal, family resource center director, and certified teacher were involved in the development of the program and recommending curriculum and activities. Our director and site coordinator meet with school staff monthly to link our program with the school. The site coordinator works at the school on Mondays to ensure that services are aligned and director who is a certified teacher, teaches at both sites. We hire a certified teacher from the school to ensure that our activities are linked to the school day. She is responsible for communicating with her team and other teachers at HSE. The first 30 minutes of the program is dedicated to homework help,

followed by academic enrichment which provides students with opportunities to practice the skills they are learning in school. We use students' school journal to determine their homework assignments, tests, quizzes, and other assignments. We communicate with their regular classroom teacher via their journal and through our certified teacher. The family resource center director helps our program meet the needs of families.

### **2.7 Communicating with School Day Teachers**

We hire a certified teacher from HES to provide enrichment activities for students at our site. The teacher serves as a liaison between the school and the program and maintains communication with the regular classroom teachers to ensure the afterschool program activities build on and expand students' regular coursework. The certified teachers in the program use a homework/classroom form to monitor student needs and progress and to communicate with teachers as needed. The site coordinator and the director meet with school staff throughout the year to align what students are working on in the classroom to our site.

### **2.8 Connection between Program and Needs of Students/Families**

Our Family Advisory and Youth Councils meet simultaneously at least twice a Year to provide input regarding their needs. In addition, the Site Coordinator and teacher communicates with families on a daily basis when they pick up their children. A formal meeting is held with parents/caregivers twice a year to provide information and obtain input regarding student needs and progress for students who are not progressing. We survey our parents/families each year to gain their input on the program and program offerings. We work closely with the FRYSC to make community referrals to meet families' needs.

### **2.9 Increasing College and Career Readiness**

As outlined in the Project Summary on pages 7-8 and in Table 7 on pages 14-15 we focus on building a college and career readiness culture through a range of activities and curricula. We focus on building students' life, organizational, and study

skills through Habits of Mind and Mega skills. We provide career exposure for our students and families through college and career fairs and mentoring opportunities. We expose our students earlier to as many opportunities as possible to help them develop a college and career mindset before they get to middle and high school. We partner with the Kentucky Community & Technical College System (KCTCS) through their Super Sunday College Fair, which is held at our site annually. We also invite speakers from various careers (e.g., firemen, policemen, engineers, teachers, psychologist, aviation engineers, physicians, etc.) to speak to our students. College students serve as mentor-tutors to students throughout the year.

### **2.10 Staffing Recruitment, Retention and Professional Development**

We have successfully recruited, trained, and retained a high quality staff to support program quality and consistency. Our director is a certified teacher and has a master's degree in reading and our site coordinator is a Junior in college, majoring in education. Our second certified teacher is a 30-year veteran literacy teacher. All core staff have been part of the staff for the past 9 years. We recruit program staff via the district and school websites and ads in the local newspaper. We also send job announcements to local retired teachers' groups. Our retention strategies include ongoing job-embedded professional development that meets national professional development standards for adult learners. Staff are involved in program planning and development of program goals, activities and outcomes. Our staff members are an integral part of the evaluation process. We not only support our staff, but we celebrate their successes and show them ongoing appreciation throughout the year. We offer ongoing job-embedded professional development throughout the year. See Table 7 below.

**Table 7. Professional Development**

<b>Professional Development Offerings</b>	<b>Timeline</b>
Annual Staff Training (12 hours)	May & August
21 <sup>st</sup> CCLC Fall Institute	October – November Annually

Center For Summer Learning Training	Spring
APLUS Training	Annually
21 <sup>st</sup> CLLC Quad-State Conference	Annually
21 <sup>st</sup> CCCL Directors Meeting	Annually
CPR/First Aid	Within 60 days of hire
Ongoing Job-Embedded Staff Development (15 hours) Topics include: Kentucky Academic Standards, behavioral support, hand's on learning, project based learning, college and career readiness in elementary, math and reading content strategies, learning styles, developing relationships with students, creating caring, culturally responsive programs)	Monthly pd and planning
Volunteer Orientation/Training (4 hours)	Annually at beginning of school year

## Part III: Program Design

### **3.1 Experience Implementing Programs**

The Learning Center has successfully operated our program for the past 9 years. We have served over 700 students and families members who would not have otherwise had access to high quality, free, afterschool, summer and family programming. We have outperformed the state average and increased reading grades for 65% of our students; increased math grades for 68% of students; increased homework completion for 93% of students; improved classroom behavior among 72% of students; and increased class participation (2008-2016 CEEP Center Profiles). We are one of the few faith and neighborhood-based programs in the state and the only one in our city.

We have built a successful network of partnerships to help reduce the barriers that exist for sites that are non-school based. Our project director and site coordinator have been with our program since its inception and have 15 and 9 years of experience operating 21<sup>st</sup> CCLC programs. Our church has decades of experience offering educational, social, and cultural enrichment opportunities for the community. The church has over 30 retired or in-service teachers and other educational professionals that provide tutoring services, academic enrichment, literacy, and fine arts support. The program staff and volunteers from the church have worked with 21<sup>st</sup> CCCL since its inception. In addition, our Advisory Council brings a wealth of experience and expertise

to assist us in meeting the program goals and objectives.

### **3.2 Extent of Programs & Services Provided**

After school services are provided Monday, Tuesday, and Wednesday from 3:00 – 6:00 p.m. and on Thursdays from 3:00 – 7:30 pm. to extend the school day. We provide a blend of academic, social, cultural, and health enrichment activities that are designed around our students' and families' needs and interests. See Table 8 for the program activities menu and Table 9 for the weekly schedule. Students receive a healthy daily snack, homework help, math and literacy tutoring, academic enrichment, and social and cultural club of their choice. Engaging and enriching hands-on and arts activities are designed to make our program different from the school day. Enrichment clubs that students vote on rotate throughout the year. Time is also included for individual assessments and intervention for students who require additional help which helps to build on the school day curriculum. Weekly enrichment clubs are also held at the school site at 16-week intervals.

**Table.8 Program/Activities Menu**

<b>Academic Enrichment</b>	<b>Health/Physical Education, Social Skills Development</b>	<b>Enrichment Activities (12-Weeks)</b>	<b>College and Career Readiness Exposure</b>
Individual and group tutoring Homework help Success Maker IXL Math & Reading Smart Board Math, Literacy and Science Games NCEBC Multicultural Literacy Curriculum Literacy through Arts	Health Fairs Healthy Cooking Club Kids and Family Zumba Geo Move Fitness Outdoor sports Indoor sports in gym Second Step Let's Move We Can! Curriculum Caring schools curriculum Peer mentoring program Family Fitness nights	Science, book, drum, art, drama, technology clubs Photography Club Scrapbooking Video Production Dance Club Chess Club Keyboarding Club Reader's Theater Lego Robotics Club Technology Club	Habits of Mind Character Education Mega Skills Kids College and Career Fair Kid Preneur College visits Junior Achievement Guest speakers from various careers, community colleges and universities

**Table 9. Weekly Schedule**

<b>Time</b>	<b>Activity (Monday, Tuesday, Wednesday)</b>	<b>Activity (Thursday)</b>	<b>Who</b>
3:25– 3:45	Snack and recreation	Snack and recreation	Site Coordinator
3:45 – 4:15	Homework Help/Academic Tutoring/Reading	Homework Help/Academic Tutoring/Reading	Certified teachers, volunteer retired teachers
4:15 – 5:15	Academic Rotations: K-3	Academic Rotations: K-3	Certified teachers,



	Reading/Academic Enrichment/Computer Lab/STEM Activities/College and Career Awareness	Reading/Academic Enrichment/Computer Lab/STEM Activities	volunteer retired teachers
5:15 – 6:00	Enrichment Clubs/Physical Activities	College and career readiness activities	Club instructors
6:00 – 7:30		Academic Enrichment	Certified Teacher

### STEAM Summer Program

We have operated our STEAM (Science, Technology, Equine, Arts, and Math) summer camp for the last 9 years. Our four-week summer program will be offered Monday – Friday from 8:30 a.m. – 3:30 p.m. The program is designed to prevent summer learning loss, ensure academic support for students who are struggling, and provide fun, enriching and high quality summer programming. The summer camp is designed around STEAM, inquiry learning, problem solving, and educational field trips for students who would not have access to enriching summer learning activities. See the summer schedule in Table 10 below.

**Table 10. Summer Program Schedule**

Day	Time	Activity	Who
Monday - Thursday	8:00 – 8:30 a.m.	Attendance/Breakfast	Site Coordinator 2 Volunteers
	8:30 – 9:30 am.	Physical Fitness	1 Staff member 6 Volunteers
	9:30 – 10:30 a.m.	Literacy Block	1 Certified Teacher 6 volunteers
	10:30 – 11:30 a.m.	Club Choice	6 volunteers
	11:30 a.m. – 12:00 p.m.	Lunch	Site Coordinator 2 volunteers Enrichment club leaders
	12:00 – 3:00 p.m.	Inquiry Learning STEAM Mini Camps (Integrate math, literacy and problem solving)	2 Certified Teachers 6 Volunteers
Friday	8:00 – 3:00	Educational Field Trip	All staff + volunteers + family members

**Table 11. Program Timelines**

Program activities, services, and timelines are outlined in Table 11.

Timeline	Activity
Monthly/ Bi-Monthly	Bi-monthly staff meeting Monthly curriculum/activities meeting to plan monthly calendar Monthly newsletter
June-July 2018	Advisory Council will meet to review implementation plan Hire any new staff Staff orientation training Develop recruiting materials

	Evaluation meeting
August 2018	Program Director will meet with school staff Staff professional development Advertisement and recruitment of families Back to School Bash/Parent/Family Engagement Activity #1 Recruit additional partners
September 2018	Begin afterschool program Advisory Council meeting
October 2018	Parent Engagement/Family Night Activity v#2
November 2018	Evaluation meeting
December 2018	Advisory Council Meeting Parent Engagement/Family Night Activity #3
January 2018	Mid-year review
February 2018	Advisory Council Meeting Community College Super Sunday Fair/Parent Engagement Activity #4
March 2018	Evaluation meeting
April 2018	Planning for summer program Market summer program Parent Engagement/Family Night Activity #5
May 2018	Advisory Council Meeting Staff training for summer program Recruit students for summer program, End of Year Program/Staff Appreciation/Parent Engagement Activity #6
June 2018	4-week summer program

### **3.4 Identifying Students and Enrollment Priorities**

All HSE students are eligible to enroll in the program, however, because of the significant number of students not achieving proficiency and the identified achievement gaps, students who are novice or not on grade level in reading and math will be the first enrollment priority. Students who scored apprentice in reading and math will be targeted next. Enrollment criteria are provided to parents, teachers, and school staff at the beginning of the school year. Students are identified by classroom teachers and school staff. Information will also be sent home to parents/families. The Family Resource Center also helps recruit students who need the program.

### **3.5. Including Students Enrolled in Private Schools**

We currently serve several private school students who live in the vicinity of the church and HES. Each year we mail program enrollment brochures to local private schools. We share information about our program via mailing, community news outlets, local service groups, and through members of our Advisory Council. We mail program information to local home school groups and families who home school their children.

### **3.6 Safety and Accessibility**

We serve HSE students at the church site, which is in a 1-mile radius of the school. The program is housed in the church, which is handicap accessible and meets state and local guidelines and the Kentucky Fire Marshall's codes. The Learning Center has established safety policies and procedures in place. All staff and volunteers are trained in the safety policies and procedures annually. A few HSE students who live in the neighborhood walk to the site, which is within a few blocks from the church, however, most students who attend are transported to the site from school on church vans. A staff ratio of 1:15 is maintained at all times. Enrichment clubs are also held at the school site, which meets all safety and access guidelines.

Both sites are secure with controlled security access. The church is equipped with security cameras and buzz in access only. The outside doors are locked at all times and the entrances are controlled electronically. All staff have cell phones and parents and families have the numbers in case of an emergency. Staff also have walkie talkie's to communicate at all times. Designated family members must sign students out when they are picked up each day. There is ample parking for families when we have family events. The school site mirrors the church site, with ample designated classrooms, gym, library, computer lab, and gym. School safety guidelines are followed per district and school policies.

### **3.7 Emergency Drill Timelines**

Fire drills are conducted by the Lexington Fire Department two times per year. One drill is executed within the first 30 days of the program. The church has several fire department officials who are members of the church that assist us with drills. During fire safety week members of the fire department come to the church to do presentations to the children. Additionally severe weather, earthquake, and lockdown drills are executed twice a year. Copies of the center's emergency plan are posted throughout the building

and is available to all staff and volunteers. The school conducts fire, severe weather, and lockdown drills per the district and school schedule.

### **3.8 The Facility**

The church facility is a brick structure with a cafeteria/gym/auditorium, 2 multipurpose/recreation areas, 15 classrooms, a computer lab, and library. The school designates ample classroom space, computer lab, library and gym for activities at the school site. There is ample outdoor space for recreation and physical activities. Ample parking is available in several areas.

### **3.9 Transportation**

Students who attend the neighborhood site are transported from the school to the church via church vans. Van safety policies and procedures are in place to ensure that students are transported safely from the school to our center. School staff members supervise students as they wait for and enter our vans. Van drivers participate in professional development annually regarding safety policies and procedures. Parents/guardians pick students up at our site. Our policy requires that parents and guardians come inside the church and sign students out. We have safely transported students from the school to our site for 9 years without incident. Students who stay for enrichment clubs at the school are picked up by parents or ride the activity bus. School staff release students' to parents.

## **PART FOUR: Collaboration and Partnership**

### **4.1 Coordination of Existing Federal, State and Local Programs**

The fiscal agent is not a school and does not receive federal, state or local funds that require coordination, however, we work the principal and family resource center to ensure that we access allowable resources. For example, the school provides an activity bus for school enrichment clubs and the reading curriculum for our reading intervention program. We coordinate local program resources through our Advisory Council and partnerships with the school and community-based organizations that

provide program activities, summer feeding, or other program support. One example is the Southside Church provides 10-12 college volunteers for our program each week.

#### **4.2 Skill Building Activities for Parents/Families**

At least 6 meaningful skill-building activities are provided for parents/families throughout the year by our parent advisory council and staff. Activities are designed to build parent/families' skills to support students' academic achievement. Three skill-building activities will be held at the church site and three activities will be held in conjunction with the Family Resource Center at the school as outlined in the Table 12 below. Our Family Advisory Council will sponsors quarterly Parent Education programs throughout the year such as Tips for a Successful Parent/Teacher Conference.

**Table 12. Family/Parent Activities**

<b>Month</b>	<b>Activity</b>	<b>Location</b>
August	Back to School Bash Parent/Family workshops Student workshops	Church site
October	Family Literacy Night	School site
December	Family Math Night	School site
February	Community College Career Fair	Church site
February	Family Science Night	School site
April	Family Night	Church site
TBD	Family Advisory Council education programs	Church site

#### **4.3 Diversity of Perspectives**

The PGBC Learning Center Advisory Council is made up of a diverse group of school leaders, educators, grass roots, church and community leaders, and family and student representatives from diverse schools and areas of the community. The Principal, FRYSC Director, and certified teacher from HSE serve on the advisory council. Representatives from school district, Traditional Bank, the church, Georgetown College, Southside Christian Church, the local government, and others serve on the advisory council and provide program resources. On-going communication among key stakeholders has been critical to the success of our program. We have a family advisory and student council that provide feedback. Recommendations and feedback are collected from stakeholders on a regular basis through parent/family surveys,

satisfaction surveys, student survey, staff survey, and community member surveys.

#### **4.4 Ongoing Support and Collaboration between Applicant and Partners**

The Learning Center has full support from the Fayette County Public Schools District Office and the Principal of HES over the past 9 years of our grant. We have developed a strong relationship with the district and school and host joint activities at the school and church site. The principal and school staff attend activities at our site and our staff attend activities at the school site. The district provides staff from the Evaluation Office to assist us with data collection and evaluation activities. The district Parent/Community Coordinator Serves on the Advisory Council meetings and assists us with family engagement and involvement activities. To ensure accountability, the District Grant Coordinator reviewed the grant application to monitor and ensure that grant goals, objectives and outcomes are aligned with district guidelines and protocols. The Superintendent signed off on the final grant proposal. Representatives from the district and school serve on our advisory council, which provides program oversight and management. Our partners provide needed resources that support our programming throughout the year. We provide the district and schools quarterly and annual progress reports and opportunities for them to participate in continuous student and program improvement.

We hire a certified teacher from the school each year to support collaboration between the school and our neighborhood site. We maintain daily communication between the school and our site through the certified teacher. The Family Resource Center director helps recruit students and families for the program. The principal assigns a school liaison to assist us with data collection (e.g., grades, test scores, discipline data, etc.). The director meets with the Principal several times a year to ensure we are meeting the needs of students. We hold joint family activities throughout the year (read-in, resource fairs, etc.).

#### **4.5 Sustainability Plan**

From the beginning of our grant award we have focused on sustainability.

The Learning Center has been sustained through a strong partnership network developed over the past 9 years. For a detailed list see attached Advisory Council members and partnership agreements in the appendix. The council developed and updated our Sustainability Plan in 2016 with the goal of increasing our reliance on in-kind contributions from our partners and the community. See Table 13 below. We meet quarterly to discuss how we are meeting program goals and to address support needed.

The church's senior pastor, education corporation, board, and members are committed to the success and sustainability of our center as demonstrated through their ongoing financial and in-kind contributions of over \$45,000 annually. The ample space they provide for us to operate the programs saves us thousands of dollars each year. Their in-kind donations include: space for the program, gas and maintenance for church 2 vans, meals for family nights, supplies and snacks throughout the year, janitorial services, and educational supplies and resources. In addition the church provides volunteer retired teachers that supplement our program staff, particularly on Thursdays.

**Table 13. Sustainability Contribution Percentages**

<b>Organization</b>	<b>In-Kind Contribution</b>
Pleasant Green Baptist Church	40%
Harrison Elementary School	10%
Southside Church of Christ and Pleasant Green Baptist Church (volunteers – college students and retired teachers)	15%
Registration Fees	10%
Fundraising activities (events, solicitations, grants)	15%
Community & Business Partnership donations	10%

Our partnership with the Southside Church of Christ has been invaluable over the past 9 years as they provide us with 10-12 college students form their CATS for Christ program and church to supplement our program staffing. They provide 4 volunteers daily that serve as mentors, tutors, and lead enrichment clubs from their major areas

(e.g., science, math, and education, etc.). Other partners like the National Council on Educating Black Children provides research-based curriculum such as Success Maker, a multicultural curriculum, library books, and free books for every student twice a year. Most of the equipment and curricula resources have already been purchase during the 9 years the program. We continue to add partners each year to support ongoing sustainability of the program.

#### **4.6 Advisory Council Plan**

The Learning Center Advisory Council was established in 2008 and has strong ongoing partnerships that have sustained our program. Our council meets four times per year (January, April, August, November). The Family Advisory and Youth Councils meet simultaneously at least twice a year. Agenda items include: a report from the director, financial report from the treasurer, and discussion and solutions regarding meeting project goals.

#### **4.7 Collaboration and Communicating with Families about Student Needs and Progress**

Our Family Advisory and Youth Councils meets simultaneously at least twice a year to provide input and determine needs of students and families. The FRYSC helps us tremendously in identifying and meeting students' needs. Since our parents/families pick students up each day, we are able to maintain daily conversations about students and how they are progressing in the program. In addition, the director, who is also a certified teacher has a family meeting twice a year with families to provide information and input regarding student needs and progress for students who are not progressing. Parents often use pick-up time to express concerns and needs of their children. We also solicit input from parents/families via our yearly parent/family survey.



#### **4.8 Disseminating Information to Community**

The Learning Center staff members utilize a variety traditional and non-traditional sources to disseminate information about the program as outlined in our Communication Plan that was developed by our advisory council. We work closely with the principal and Family Resource Center staff to distribute program enrollment information to families. We maintain a database of families, local community groups, and organizations that we communicate with regularly through email and regular mail. We also use local media outlets, Fayette County's Educational TV, and free cable to advertise our program. We make announcements during Sunday church services, which are aired weekly on local cable television with a large viewing audience. Our Advisory Council is very active in disseminating program information. The Program Director sends out our newsletter to the schools, school district, partners, businesses, and community organizations. We maintain a website and use social media to disseminate information about the program. All materials are easy to understand and will be distributed in Spanish for English language learners and families.

### **PART FIVE: EVALUATION**

#### **5.1 Methods for Measuring 6 Goals and Objectives**

The evaluation plan includes both formative and summative evaluation methods and the collection of both qualitative and quantitative data. We will collect a variety of formal and informal data to monitor and document ongoing program impact. Refer to the Project Summary on pages 7-8 and in Table 16 below for how the objectives and outcomes will be measured. The evaluator, director, and site coordinator meet monthly and to develop and implement the evaluation plan and data collection schedule as outlined in Table 14.

## **5.2 Multiple Data Sources**

Progress toward meeting the program's 6 goals and objectives is monitored continuously throughout the year by the evaluator, director and site coordinator. Multiple sources of data are collected for each objective to determine the impact of the program in the areas of student achievement; non-cognitive indicators; college and career awareness; and family engagement. Program objectives, evaluation tools, and frequency of data collection are outlined in Table 14.

**Table 14. Evaluation Plan**

<b>Objectives</b>	<b>Evaluation Tools/Measures</b>	<b>Frequency</b>
1.1 Increase by 15% the number of students who increase their reading and math grades by 2022  1.2 Increase by 10% the number of students achieving proficiency in reading and math by 2022	Students' math and reading grades Students' K-PREP assessment scores On-line academic enrichment assessment scores	Grades: Each grading period Annual K-PREP Scores Assessment checks after each unit and/or lesson
2.1 Reduce by 20% in-school and out of school disciplinary referrals by 2022	School and program disciplinary referral data Teacher surveys Parent surveys	Annually Annually Annually
3.1 Increase by 20% the number of students attending 30 days or more by 2022	Student and family enrollment forms Daily attendance data /sign in sheets APLUS reports Student surveys	Monthly As required by KDE and CEEP
4.1 Increase by 20% the number of students participating in homework help, academic and social enrichment activities by 2022	Program enrollment data Attendance data APLUS reports	Monthly As required by KDE and CEEP
5.1 Increase by 20% the number of students attending the program participating in college/career preparation activities by 2022	Attendance data Sign in sheets APLUS reports	Monthly As required by KDE and CEEP
6.1 Increase by 20% the number of parent/guardians of participating students participating in educational opportunities by 2022	Attendance data Sign in sheets APLUS reports	Monthly As required by KDE and CEEP

In addition to the data collection plan outlined in Table 16, we participate in compliance monitoring as required by the Kentucky Department of Education. Compliance monitoring includes: site visits; program observation; quarterly munis, QRR reports, DRR reports, desk review, interviews, and other requirements. Data from

the Center for Evaluation and Education Policy (CEEP) and the quarterly APR reports are used to evaluate and make needed adjustments to our program at quarterly, mid-year and end of year benchmarks.

### **5.3 How Data will be used for Program Improvement**

Program data is reviewed at monthly, quarterly, and yearly intervals by the evaluator, project director, and teachers to determine if we are moving toward meeting our goals and outcomes. The ongoing collection and analysis of programmatic and process data will be used to make benchmark revisions in program services. For example, when we receive students' grades each grading period, our staff meets to plan intervention activities for students not making progress and acceleration activities for students on track. Student progress is monitored through our certified teachers who provide daily instruction to ensure that adequate student progress is being made. We commit to participate in national and state evaluations and commit to using the required data management systems. Attendance, grades, and other data is entered into Cayen by the site coordinator and reviewed monthly by the director and teacher. We use this data monthly and throughout the year to modify our program as needed. Evaluation tools will be used to assess our program and make changes/improvements throughout the year.

### **5.4. How to Address Inadequate Student Progress**

Each month our staff tracks the progress of each student and provides monthly assessment checks from technology based literacy and math programs (e.g., Success Maker, IXL Math and Reading programs) and provides reports to the Program Director. These built-in assessments provide feedback on the skills students are lacking and pre-requisite skills that need strengthening. The Director and staff meet bi-monthly to discuss student progress and to problem solve. If adequate progress is not being made, certified teachers plan more intensive individualized tutoring as needed. If it is a matter of a student not engaging in the technology-based academic programs, staff may

put additional incentives in place.

We collect student's progress reports and report cards each grading period to determine if we need to make adjustments to individual and/or group enrichment activities. If several students are having the same learning deficiencies, the staff set up small tutoring groups to provide additional instruction. Students can be assign to one-on-one tutoring with a certified teacher as needed. The staff also consults with the regular school day teachers to seek assistance on additional strategies that might work. If a student is still not making progress, we will meet with the parent/guardian and the regular day school teacher to develop a more intensive intervention plan.

#### **5.5 Lead Person For Collection of Required Data**

An independent evaluator has worked with the program over the past 9 years and will serve as the Project Evaluator and lead the evaluation and data collection process. She has over 25 years of research and evaluation experience and over 15 years experience designing, implementing and evaluating 21<sup>st</sup> CCLC Programs. The evaluator is responsible for coordinating the collection of all required data and developing evaluation reports required by the state. The Program Director and Site Coordinator will assist with data collection and participate in quarterly evaluation meetings. The Site Coordinator enters attendance, grades and other required data into APLUS. The certified teacher from the school assists us with obtaining students' grades and test scores.

### **PART SIX: BUDGET**

#### **6.1 Reasonable Costs**

We propose to serve 90 students annually with 50% of those students being regular attendees. The budget reflects a reasonable cost per participant of \$1,111 per participant for the academic year and summer. Non-grant in-kind funds match of \$45,700 each year will be used to implement the program and continue to demonstrate

our ongoing commitment to sustain the program. A detailed budget and narrative follows.

### **6.2 Accounting Plan**

Separate 21<sup>st</sup> CCLC grant bookkeeping and bank accounts and accounting policies and procedures have been set up and maintained throughout the 9 years of the grant. The board's treasurer works with the director to ensure that munis codes aligned with the grant requirements are used to code and track all budget items and reimbursements are credited to this account. Payment request vouchers are signed by the director and treasurer and all payments are made with purchase orders or receipts. The treasurer enters all transactions in Quick Books and provides monthly financial reports to the board and the project director. All disbursed funds are in compliance with 21<sup>st</sup> CCCL spending requirements. All staff members complete and submit time sheets twice a month to the treasurer. All financial transactions and books are examined annually by an independent auditor to ensure proper accounting protections are in place and to track all grant expenditures.

### **6.3 Capacity to Administer the Program**

The fiscal agent for this grant has demonstrated the administrative capacity to successfully implement the 21<sup>st</sup> CCLC grant over the past 9 years. The organization has an annual budget of over \$600,000. The treasurer of the organization oversees and monitors the grant to ensure that funds are in alignment with budget guidelines and requirements. The 21<sup>st</sup> CCLC funds are maintained in a separate account from the church and books are audited annually by an independent accountant. More than \$150,000 in-kind donations have been contributed by our partners over the past 3 years. The church designates funds to cover operational cost until reimbursement funds are received as needed. The church provides over \$45,000 in-kind donations each year to support the program. Refer to the attached budget narrative for in-kind

donation for details.

#### **6.4 Sufficient Funds, Sustainability, and Supplanting Compliance**

The fiscal agent is not a district or school which eliminates issues related to supplanting funds. Grants funds are maintained in separate account from the church. Sufficient funds, including non-grant in-kind contributions, are allocated to support high quality programming, implementation, and to support sustainability. The funding allocations are consistent with actual operational cost over the nine years of the grant and are critical in meeting our grant goals and objectives. Volunteers from our community partners help to supplement staffing needs. In-kind donations of over \$47,000 help us to sustain the program. The church provides: program space, church vans, gas and maintenance, janitorial services, meals for family night, and supplies provides tremendous support for our program. Over the 9 years we have accumulated ample program curriculum resources, which allows us to use the majority of grant funds for high quality staffing.

#### **6.5 Allocation of Resources**

The budget reflects sufficient allocated resources to implement a high quality program with high quality staff. All budget items are aligned with the project goals to raise student achievement, improve non-cognitive skills, and engage and support families. Funds are requested for a full-time director/certified teacher to support successful program implementation at a neighborhood site. Seventy (70%) of the budget is allocated to personal and staffing contracts to ensure that we have high quality staff in place to deliver the services at our site and the school site. The budget reflects in-kind donations of over \$47,000 from our center and partners to supplement the grant budget. Since we are not a school, funding is approved by KDE for snacks during the school year. This budget item is supported with in-kind donations.

## 21<sup>st</sup> Century Community Learning Centers Budget Summary

Budgeted items are only proposed amounts and subject to final KDE review and approval.

Budget Category	Year One (2018-2019 School Year)		Year Two (2019-2020 School Year)		Year Three (2020-2021 School Year)	
	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)
Personnel	60,600		60,600	5% raise	60,600	5% raise
Fringe Benefits	14,472		14,472		14,472	
*Travel (staff)	1,691		1,691		1,691	
Equipment	2,500		2,500		2,500	
Supplies/Materials	3,057	2,800	3,057	2,800	3,057	2,800
Contractual	11,240	10,240	11,240	10,240	11,240	10,240
Indirect Cost	2,240		2,240		2,240	
Transportation (program)	3,200	5,000	3,200	5,000	3,200	5,000
Other (specify) Parent/Family Engagement	1,000	500	1,000	500	1,000	500
Program and office Space Volunteers (\$8.00/hour – in-kind only)		8,000  19,200.00 =\$27,200		8,000  19,200.00 =\$27,200		8,000  19,200.00 =\$27,200
<b>Yearly Totals Grant and In-Kind Funds</b>	<b>\$100,000</b>	<b>45,740</b>	<b>\$100,000</b>	<b>45,740</b>	<b>\$100,000</b>	<b>45,740</b>

**Note: Grants funds cannot be used to purchase facilities or support new construction.**  
Funding in years 4 and 5 are contingent upon successful accomplishment of program goals and objectives and requires completion of a Continuation Progress Report in year 3.

# Budget Narrative Format (2018-2019)

Budgeted items are only proposed amounts and subject to KDE final review and approval.

**Note: Please complete a budget narrative for each of the three project years.**

BUDGET CATEGORY		AMOUNT REQUESTED									
<b>1. Personnel</b>		<b>\$ 60,600</b>									
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of one school-day certified teacher must work in the program a minimum of 8 hours per week.</p> <table border="1"> <thead> <tr> <th>Personnel</th> <th>Grant Request</th> <th>In-Kind</th> </tr> </thead> <tbody> <tr> <td> <b>1. Full-time Project Director/Certified Teacher (37.5 hours per week) Afterschool and Summer</b>  </td> <td>\$48,000</td> <td>0</td> </tr> <tr> <td> <b>2. Part-time Site Coordinator Summer &amp; Afterschool</b>  (A.S. \$15/hour x 20 hrs/week x 32 weeks) = \$9600  Summer \$15/hour x 40 hours/ = \$600 per week x 5 weeks = \$3000 </td> <td>\$12,600</td> <td>0</td> </tr> </tbody> </table> <p>Funds will be used to meet the following objectives: Objective 1: Improve student achievement; Objective 2: Improve non-cognitive skills; Objective 3: High quality programming; Objective 4: Regular attendance; Objective 5: Access to CRR; Objective 6: Parent/family engagement and support</p> <p>The director is a certified teacher and will also serve as an instructor at both sites; monitor program implementation and ensure grant compliance and implementation. The site coordinator will assist the director with day-to-day activities at the site. See contractual section for 2<sup>nd</sup> certified teacher.</p>			Personnel	Grant Request	In-Kind	<b>1. Full-time Project Director/Certified Teacher (37.5 hours per week) Afterschool and Summer</b> 	\$48,000	0	<b>2. Part-time Site Coordinator Summer &amp; Afterschool</b> (A.S. \$15/hour x 20 hrs/week x 32 weeks) = \$9600 Summer \$15/hour x 40 hours/ = \$600 per week x 5 weeks = \$3000	\$12,600	0
Personnel	Grant Request	In-Kind									
<b>1. Full-time Project Director/Certified Teacher (37.5 hours per week) Afterschool and Summer</b> 	\$48,000	0									
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<b>2. Fringe Benefits</b>		<b>\$ 14,472</b>									
<p>List benefit and estimated cost or portion of cost for each staff person employed through the grant.</p> <p>Fringe benefits for full-time director</p> <p>FICA (7.65%) = \$3,672</p> <p>Worker's Comp (3%) = \$1,440</p> <p>Unemployment (.75%) = \$360</p> <p>Health/Dental/Life = \$ 4,200</p> <p>Retirement (10%) = \$4,800</p> <p>The fringe benefits reflect current state rates for items that are standard to cover by the local school board.</p>											
<b>3. Travel (Staff)</b>		<b>\$ 1,691</b>									
<p>In state – You <u>must</u> allocate funds for at least 2 project staff to attend mandated trainings as outlined on page 29. Estimate the number of miles at the current state approved mileage reimbursement rate per mile per staff person. If overnight lodging is required, itemize lodging at \$115 per night and per diem at breakfast = \$7, lunch=\$8, and dinner=\$15.</p> <ul style="list-style-type: none"> <li>Regional Meetings (2 per year)</li> <li>APLUS Data Training</li> <li>Level Trainings</li> <li>Summer Training</li> </ul> <p>Estimated mileage and food for these 5 meeting times 2 staff members =\$400</p> <p><b>Out-of-State</b> – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.</p> <ul style="list-style-type: none"> <li>Multi State Conference &amp; Directors Meeting</li> </ul> <p>Estimated cost is as follows:</p> <p>Mileage = \$.45 X 190 miles = \$85.50 X 2 staff = \$171</p> <p>Lodging = \$115 per night X 3 nights = \$345 X 2 staff = \$690</p> <p>Meals = \$30 per day X 3 days = \$90 X 2 staff = \$180</p> <p>Registration = \$125 X 2 staff = \$250</p> <p><b>Total Requested = \$1691.00</b></p> <p>Funds will be used to meet the following objectives: Objective 1: Improve student achievement; Objective 2: Improve non-cognitive skills; Objective 3: High quality programming</p>											



<b>4. Equipment</b>	<b>\$ 2,500</b>															
<p>Itemize items and cost of each.</p> <p>IPAD Mini's = \$250 X 10 = <b>\$2500</b></p> <p>KDE has allowed us to purchase I-pads for our computer lab since we are not located in a school. The iPads will allow the students to engage in the educational enrichment activities.</p> <p>Funds will be used to meet the following objectives: Objective 1: Improve student achievement; Objective 2: Improve non-cognitive skills; Objective 3: High quality programming; Objective 4: Regular attendance</p>																
<b>5. Supplies/Materials</b>	<b>\$3,057</b>															
<p>Itemize items and cost of each.</p> <p>IXL Math &amp; Reading = \$500 per year</p> <p>IXL math and language arts computer program for enrichment</p> <p><b>Healthy Snacks = \$200 per month X 9 months = \$1,800</b></p> <p>Healthy snacks during the school year and summer. KDE approves this line item since we are not a school. In the summer we participate in the Summer Feeding Program for breakfast and lunch only for students 5 days a week for the entire summer program.</p> <p><b>Office and Program Supplies = \$757</b></p> <p>Office and educational supplies needed to run the program effectively</p> <p>Funds will be used to meet the following objectives: Objective 1: Improve student achievement; Objective 2: Improve non-cognitive skills; Objective 3: High quality programming; Objective 4: Regular attendance</p> <p><b>In Kind:</b></p> <p><b>\$200 X 4 family nights = \$800</b></p> <p>Pleasant Green Baptist Church will supply the meal for family night once per quarter.</p> <p><b>Paper Products = \$1,000</b></p> <p>Pleasant Green Baptist Church will supply the program with all paper products needed throughout the year. This includes plates, cups, napkins, table cloths, and plastic ware.</p> <p><b>School Supplies \$1,000</b></p> <p>Pleasant Green Baptist Church will supply school supplies to the students at the beginning of the school year.</p>																
<b>6. Contractual</b>	<b>\$ 11,240</b>															
<p>Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc...</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Contract Staff</th> <th style="width: 15%;">Grant Request</th> <th style="width: 15%;">In-Kind</th> </tr> </thead> <tbody> <tr> <td> <b>Project Evaluator</b>  The evaluator will lead the program evaluation and coordinate data collection </td> <td style="text-align: center;">\$4,200</td> <td style="text-align: center;">0</td> </tr> <tr> <td> <b>2. Part-time certified teacher (church site)</b>  \$20/hour X 8 hours per week = \$160 per week X 32 weeks = \$5,120  Part time teacher will supply reading enrichment 4 days per week K-3 graders </td> <td style="text-align: center;">\$5,120</td> <td style="text-align: center;">0</td> </tr> <tr> <td> <b>3. Part-time Certified Teacher (school site)</b>  \$20/hour x 3 hours per week = \$60 x 16 weeks = \$960 x 2 teachers = \$1,920 </td> <td style="text-align: center;">\$1,920</td> <td style="text-align: center;">0</td> </tr> <tr> <td> <b>4. Part-time certified teachers from the church to provide Enrichment Clubs</b>  \$40/day X 2 days per week = \$80 per week X 32 weeks = \$2160 X 4 Instructors = \$10,240 </td> <td style="text-align: center;">0</td> <td style="text-align: center;">\$10,240</td> </tr> </tbody> </table> <p>Funds will be used to meet the following objectives: Objective 1: Improve student achievement; Objective 2: Improve non-cognitive skills; Objective 3: High quality programming; Objective 4: Regular attendance</p>		Contract Staff	Grant Request	In-Kind	<b>Project Evaluator</b> The evaluator will lead the program evaluation and coordinate data collection	\$4,200	0	<b>2. Part-time certified teacher (church site)</b> \$20/hour X 8 hours per week = \$160 per week X 32 weeks = \$5,120 Part time teacher will supply reading enrichment 4 days per week K-3 graders	\$5,120	0	<b>3. Part-time Certified Teacher (school site)</b> \$20/hour x 3 hours per week = \$60 x 16 weeks = \$960 x 2 teachers = \$1,920	\$1,920	0	<b>4. Part-time certified teachers from the church to provide Enrichment Clubs</b> \$40/day X 2 days per week = \$80 per week X 32 weeks = \$2160 X 4 Instructors = \$10,240	0	\$10,240
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<b>7. Indirect (5% maximum)</b>	<b>\$ 2,240</b>
<p>Itemize administrative expenses such as phones, postage, advertising, etc.)</p> <p><b>Telephone and Internet</b> \$120 /month X 12 months = \$1440  The Internet is needed for the iPad lab to run the educational programs. The telephone is needed for contact with parents and staff.</p> <p><b>Accounting/Bookkeeping</b> = \$800 (@\$200 per quarter)  The bookkeeper will maintain accounting software and bank account and expenditures.</p> <p>Funds will be used to meet the following objectives: <b>Objective 1: Improve student achievement; Objective 2: Improve non-cognitive skills; Objective 3: High quality programming; Objective 4: Regular attendance</b></p>	
<b>8. Transportation (Program)</b>	<b>\$ 3,200</b>
<p>Estimate mileage costs and includes related costs such as bus rental, bus drivers, etc.)</p> <p><b>Van Driver</b> \$100/week X 32 = \$3,200</p> <p><b>In Kind:</b>  The church will allow use the church vans throughout the year and summer for field trips. The church will be responsible for maintenance.  Routine Maintenance \$200/quarter X 4 quarters = \$800  PGBC Van Gas = \$75 X 32 weeks = \$2,400</p> <p>The school will contribute \$1800 for the activity bus  Funds will be used to meet the following objectives: <b>Objective 1: Improve student achievement; Objective 2: Improve non-cognitive skills; Objective 3: High quality programming; Objective 4: Regular attendance</b></p>	
<b>9. Other (Specify and Itemize)</b>	<b>\$ 1,000</b>
<p><b>Parent/Family Engagement</b>  6 meaningful parent/family skill building activities throughout the year = \$1,000  <b>Objective 1: Academic Achievement Objective 3: High quality programming; Objective 4: Regular attendance Objective 6: Parent /Family Engagement and support</b></p> <p><b>In Kind:</b></p> <ul style="list-style-type: none"> <li>• <b>Program &amp; Office Space</b> = \$8000  Pleasant Green Baptist Church will supply the program with space throughout the church needed to run the program successfully. It will also supply an office for the staff to plan and store records.  Harrison Elementary Site 2 space = \$8000</li> <li>• <b>Volunteers from CATS for Christ</b> = \$19,200  CATS for Christ will supply the program with 10 volunteers that will come and assist with recreation, homework help and mentoring.  \$8/hour X 2 hours = \$16 per day X 10 volunteers = \$160 X 4 days X 30 weeks = \$19,200  Total In Kind = \$27,200</li> </ul>	
<b>TOTAL REQUESTED =</b>	<b>\$ 100,000</b>

## Budget Narrative Format (2019-2020)

Budgeted items are only proposed amounts and subject to KDE final review and approval.

**Note: Please complete a budget narrative for each of the three project years.**

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<b>TOTAL REQUESTED =</b>	<b>\$ 100,000</b>

# Budget Narrative Format (2020-2021)

Budgeted items are only proposed amounts and subject to KDE final review and approval.

**Note: Please complete a budget narrative for each of the three project years**

BUDGET CATEGORY		AMOUNT REQUESTED									
<b>1. Personnel</b>		<b>\$ 60,600</b>									
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of one school-day certified teacher must work in the program a minimum of 8 hours per week.</p> <table border="1"> <thead> <tr> <th>Personnel</th> <th>Grant Request</th> <th>In-Kind</th> </tr> </thead> <tbody> <tr> <td> <b>1. Full-time Project Director/Certified Teacher (37.5 hours per week)</b>  Afterschool and Summer </td> <td>\$48,000</td> <td>0</td> </tr> <tr> <td> <b>2. Part-time Site Coordinator</b>  <b>Summer &amp; Afterschool</b>  (A.S. \$15/hour x 20 hrs/week x 32 weeks) = \$9600  Summer \$15/hour x 40 hours/ = \$600 per week x 5 weeks = \$3000 </td> <td>\$12,600</td> <td>0</td> </tr> </tbody> </table> <p>Funds will be used to meet the following objectives: Objective 1: Improve student achievement; Objective 2: Improve non-cognitive skills; Objective 3: High quality programming; Objective 4: Regular attendance; Objective 5: Access to CRR; Objective 6: Parent/family engagement and support</p> <p>The director is a certified teacher and will also serve as an instructor at both sites; monitor program implementation and ensure grant compliance and implementation. The site coordinator will assist the director with day-to-day activities at the site. See contractual section for 2<sup>nd</sup> certified teacher.</p>			Personnel	Grant Request	In-Kind	<b>1. Full-time Project Director/Certified Teacher (37.5 hours per week)</b> Afterschool and Summer	\$48,000	0	<b>2. Part-time Site Coordinator</b> <b>Summer &amp; Afterschool</b> (A.S. \$15/hour x 20 hrs/week x 32 weeks) = \$9600 Summer \$15/hour x 40 hours/ = \$600 per week x 5 weeks = \$3000	\$12,600	0
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<b>2. Fringe Benefits</b>		<b>\$ 14,472</b>									
<p>List benefit and estimated cost or portion of cost for each staff person employed through the grant.</p> <p>Fringe benefits for full-time director</p> <p>FICA (7.65%) = \$3,672</p> <p>Worker's Comp (3%) = \$1,440</p> <p>Unemployment (.75%) = \$360</p> <p>Health/Dental/Life = \$ 4,200</p> <p>Retirement (10%) = \$4,800</p> <p>The fringe benefits reflect current state rates for items that are standard to cover by the local school board.</p>											
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**BUDGET PAGE- New Applicants****PRICE FOR SERVICE:**

The applicant must state a firm, fixed price for services provided for the original award period and a maximum price for services provided for each of the four renewal periods, in accordance with the provisions and requirements of this RFA. Please Note: New Applicants amount requested on first year of the grant will be the amount awarded for year 2 and 3.

<b>Original Award Period (Year One)</b> <b>150,000 max</b> <b>2017-2018 School Year</b>	<b>Continuation Funding (Year Four)</b> <b>\$125,000</b> <b>2016-2017 School Year</b>	<b>Continuation Funding (Year Five)</b> <b>\$100,000</b> <b>2017-2018 School Year</b>
\$ _____	\$ _____	\$ _____

**BUDGET PAGE- Continuation Applicant or Expansion Applicant**

<b>Original Award Period (Year One)</b> <b>2018-2019 School Year</b>  <b>\$100,000 max.</b>	<b>First Renewal Period (Year Two) –</b> <b>2019-2020 School Year</b>  <b>\$100,000 max.</b>	<b>Second Renewal Period (Year Three) –</b> <b>2020-2021 School Year</b>  <b>\$100,000 max.</b>	<b>Third Renewal Period (Year Four) –</b> <b>5% decrease</b> <b>2021-2022 School</b> <b>Year</b> <b>\$95,000</b>	<b>Fourth Renewal Period (Year Five) –</b> <b>5% decrease</b> <b>2022-2023 School</b> <b>Year</b> <b>\$95,000</b>
\$ 100,000	\$ 100,000	\$ 100,000	\$ 95,000	\$ 95,000

**PART SEVEN: Competitive Priority for Continuation Grants**

The Learning Center is eligible for (15) Competitive priority points based on the demonstrated significant improvement in student achievement. See our attached 2016-2017 CEEP Center Profile (in the appendix) which indicates that 50% or more of our regular attendees improved their reading and math grades. Seventy-five (75%) of regular center participants improved their reading grade and 62% increased their math grades during the 2016-2017 school year.

## Partners/Advisory Council Members

Organization	Member	Program Support
+Pleasant Green Baptist Church	Rev. T. H. Peoples, Jr. Pastor	Includes our program in Church budget, provides 2 van drivers, gas and maintenance, supplies, meals, space
+Pleasant Green Education Corporation	Rev. Marland Fain Treasurer	Serves a bookkeeper and treasurer for program; grant accounting
+Fayette County Public Schools	Alice Nelson District Parent Community Liaison	Provides family engagement and involvement resources
+Harrison Elementary School	Tammy Franks Principal	Supports recruitment of program participants, provides academic resources
+Harrison Family Resource Center	Laura Van Epps Director	Recruits students and families, assist with Back to School Bash, pays registration fees for students and summer program fees
+Southeast Christian Church University of Kentucky CATS for Christ Ministry	Kevin & Mary Wooten Coordinator	Provides 10-12 college students volunteers 4 days per week
+National Council on Educating Black Children	Natasha Murray Board Member	Provides books for Literacy Center and Book giveaways, provides reading and math curriculum through various partnerships
+Bethune Institute	Dr. Lynn Smith President/CEO	Evaluation services, staff professional development
Traditional Bank	Chris Chaffin	Financial donations, computer and materials donations
LexMark	Sammie Brooks Manager	Technology classes, printers,
Lexington Fayette Urban County Government Summer Feeding Program	Vanessa Sanford Staff Assistant	Breakfast, snacks, lunch for summer program
Georgetown College	Dr. Rebecca Powell Professor	Education services, staff professional development
Fayette County Public Schools	Janice Owens Teacher	Literacy assessment & instruction
Fayette County Public Schools	Charlie P. Brown	Math and science assessment & instruction
Parent Representative	Tracey Givens Parent	Family Advisory Committee Chair, coordinates family volunteer services and activities,
Parent Representative	Kendra Horton Parent	Family Advisory Committee
Student Representatives	J'Nathan Jenkins, Chloe Horton	Family Advisory Committee

+ denotes partners

## Key Project Staff & Responsibilities

Staff Title	Responsibilities	Qualifications
<b>Project Director/Certified Teacher</b>	Responsible for project planning and oversight; coordinating the program activities, timelines; plan and lead professional development activities; supervision of project staff; certified teacher; coordination with Advisory Council and Grant Management Team; public relations and awareness of project; data collection and program evaluation timelines; program reporting; recruiting new partners and in-kind services; seeking additional funding; secure volunteers and other resources.	Prior experience: grant management; evidence of leadership, strong interpersonal skills, educational and socio-cultural program development, management, implementation, and evaluation experiences. at least a Master's degree
<b>Site Coordinator</b>	Responsible for coordinating academic activities and programs at both sites; coordination with participating schools and teachers; integrating academic activities with regular school day and social programs. Provide supplies and materials for after-school program; handle discipline issues that arise in after-school program; coordinate volunteer activities; communicate with parents about the after-school program; recruit students for after-school program; register participants for after-school program	Experience with after-school programming, volunteer management skills, understanding of educational tutoring programs, prior training and some college
<b>2 - Part-time Certified Teachers</b>	Responsible for developing instructional plans and unit plans; providing individual and group instruction for participating students; progress reports; homework journal management.	Master's degree in math and literacy areas; experience teaching and learning strategies for diverse student populations

## **Equitable Access and Participation Plan**

Pleasant Green Baptist Church and its partners declare and will comply with Federal statutes, which prohibit discrimination based on gender, race, national origin, color, disability or age. No student or family of the participating schools will be excluded from participation in, be denied access to any programs or activities, or be subjected to discrimination under any program activity. We are committed to the right of all students and their families to access services through the 21<sup>st</sup> CCLC and Pleasant Green Baptist Church in an environment that is equitable, free from discrimination and harassment, and in which everybody is respected and treated fairly. Our goal is to improve educational provision for underserved students and families.

To reduce barriers to participation and access, the Pleasant Green Baptist Church and its partners will implement strategies to increase outreach out and to serve historically under-represented families, students with disabilities, students and families from non-English speaking background, and girls in nontraditional areas such as math, and students from low socioeconomic backgrounds:

1. All program brochures and communication will include a non-discrimination statement.
2. The program brochure with criteria for participation will be disseminated in schools, churches, and community organizations, and other non-traditional venues (Beauty an barber shops, Hispanic center and service venues, etc.)
3. The program brochure and materials will be translated in Spanish to be distributed to Hispanic families, a rapidly growing population in Fayette County Public Schools.
4. Girls will be recruited to participate in math workshops to increase their math efficacy and competence.
5. Both building sites are handicap accessible and we will ensure that students with disabilities have access to the building and personal assistance they may need to enter and leave the buildings. All program activities will be conducted in handicap accessible buildings. Project staff will be available to accommodate students with disabilities.
6. There will be no program fees for HSE students and families, thereby reducing non-participation due to cost.
7. Transportation is provided to eliminate barriers to access.

## **CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

### **1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

### **2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal

or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

---

### **3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610:

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will,

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace not later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional

Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Pleasant Green Baptist Church

540 W. Maxwell Street

Lexington, KY 40508

Check ☐ if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in connection any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

**As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.**

NAME OF APPLICANT

Pleasant Green Baptist Church

PR/AWARD NUMBER AND / OR PROJECT NAME

21<sup>st</sup> Century Community Learning Center

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Rev. T. H. Peoples, Jr., Pastor

SIGNATURE

Rev. T.H. Peoples, Jr.

DATE 11-11-17

## DATA NOTES:

A complete statewide dataset was provided to CEEP by Cayen Systems, Inc. The first request was made on August 28, 2017 and subsequent requests between September 12, 2017 and October 12, 2017.

Site level data are compared to data from the prior year if programming was provided in that year.

In some cases, percentages round to 0 (e.g., 1 out of 300).

Students with unknown grade level, special education, and free/reduced lunch specifications are included in the analysis. For example, in the Cayen system, grantees may select "unknown" as a designation in these categories.

\* The total # of summer and school year students does not equal the total # of summer students plus the total number of school year students because students may have attended both.

\*\*The Teacher Survey represents the proportion of students who improved behavior relative to the number of students rated as needing to improve. Students rated by teachers as "Did Not Need to Improve" are excluded from these calculations.

\*\*\*Data is self-reported and comes from the KY 21<sup>st</sup> CCLC Data Verification 16-17 Form that was administered to grantees.

**Table 1. Grade Scale Types and Thresholds for Analysis**

Scale Type	Grade Change Parameters	High Grade Threshold	Struggling Student Threshold
100 point scale Note: If a student earned below a 60 in both the fall and spring they were designated as maintaining their grade.	+/-10 or more points	93 or above in the fall and spring	76 and below in the fall
13 point scale Example: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F	+/-2 or more points	A or A+ in the fall and spring	C and below in the fall
11 point scale Example: A, A-, B+, B, B-, C+, C, C-, D, D-, F	+/-2 or more points	A in the fall and spring	C and below in the fall
5 point scale - standard Example: A-F	+/-1 or more points	A in the fall and spring	C and below in the fall
3 point scale Examples: Above Grade Level, On Grade Level, Below Grade Level	+/-1 or more points	3 in the fall and spring Example: Above Grade Level	1 in the fall Example: Below Grade Level
4 point scale Example: Exceeds Expectations, Meets Expectations, Showing Improvement, Area of Concern	+/-1 or more points	4 in the fall and spring Example: Exceeds Expectations	2 and below in the fall Example: Showing Improvement
5 point scale - nonstandard Example: Excellent, Satisfactory +, Satisfactory, Satisfactory -, Unsatisfactory	+/-1 or more points	5 in the fall and spring Example: Excellent	2 and below in the fall Example: Satisfactory -
6 point scale Adv-2, Adv-1, Exp, Bel-2, Bel-1, Bel-K	+/-1 or more points	6 in the fall and spring Example: Adv-2	3 and below in the fall Example: Bel-2

## 21<sup>st</sup> CCLC Organizational Capacity Statement Form

### Required only for non-governmental agencies

Applications from a non-governmental agency will be screened to determine capacity to administer the program based on the information provided on this form.

1. Please include a copy of the following attached immediately behind this page:

- **501 (c)(3) approval;**
- **Agency organizational chart; and**
- **Proven fiduciary responsibility as demonstrated through annual audits. Please attach a copy of the organization's most recent audit.**
- **Demonstrate administrative capacity to successfully manage a grant program and lists fiscal resources (cash, line of credit, emergency loans, etc.) the agency has or can access to cover initial startup and operating costs or as may be necessary for program operation.**

2. Organizational history and structure including length of existence. Include general information on governing body.

Pleasant Green Baptist Church was founded in 1790. The church is governed by a senior pastor and a 15-member board of Trustees that conducts the official business of the church. The church has an annual budget of over \$600,000 that is voted on each year by the membership. The churches' finances are audited annually by an independent auditor. The church has an educational foundation and board of directors that govern the educational programs of the church, including the 21<sup>st</sup> CCLC grant. 21<sup>st</sup> CCLC grant funds are maintained in a separate account from the church and audited annually.

3. Previous experience with grant funding at the city, state, federal, or private/foundation level.

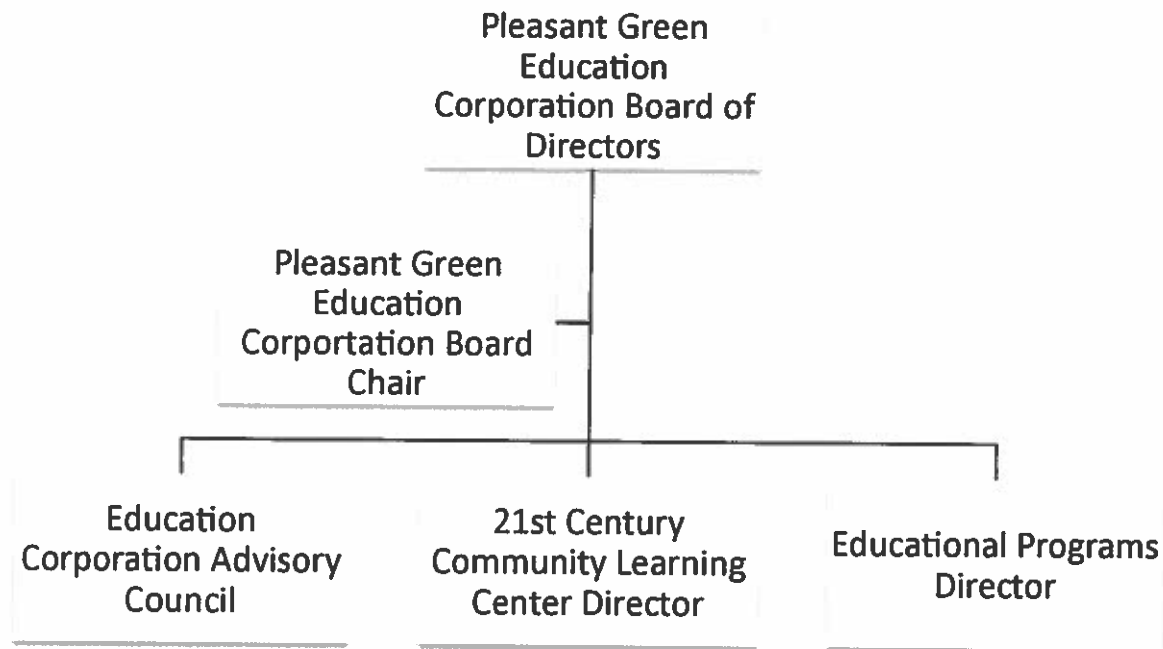
The church has successfully administered a 21<sup>st</sup> CCLC grant since 2008. We have 9 years experience delivering 21<sup>st</sup> CCLC programming and services. We received our original grant in 2008 and continuation funds in 2012, which demonstrates successful implementation. We have been in compliance with the 21<sup>st</sup> CCLC grant requirements and have not been cited for issues of non-compliance. The 21<sup>st</sup> CCLC grant is maintained in a separate grant account from the church and all expenditures are aligned with the 21<sup>st</sup> CCLC budget and approved expenditures. The church pledges to and has covered operational cost of the 21<sup>st</sup> CCLC until grant funds are reimbursed. A finance management team is in place to manage and monitor grant funds.

4. Previous experience in delivering educational or related services including a clear plan of communication and linkage with the school district and school site.

We are one of the few faith and neighborhood-based 21<sup>st</sup> CCLC programs in the state and the only one in our city. During the 9 years of operating our 21<sup>st</sup> CCC grant we have developed a strong partnership, relationships, and communication with the local district, school site, and community partners. We have met our grant objectives each year. We have engaged district and school staff and community partners through our 21<sup>st</sup> CCLC Advisory Council. We implement joint activities at the church and the school site. We have strong support from Co-Applicant, the school district and the principal of the school we serve. Prior to being awarded the 21<sup>st</sup> CCLC grant, PGBC has a long history of providing budgeted educational programming, including, tutoring, mentoring, Back to school workshops, family education, and academic and social enrichment built into our children's and youth departments. We have many retired teachers and administrators in our congregation who have volunteered over the years to provide educational programming in the church and community.



**Pleasant Green Education Corporation  
ORGANIZATIONAL CHART**



**FINANCIAL STATEMENTS AND  
REPORT OF INDEPENDENT  
CERTIFIED PUBLIC ACCOUNTANTS**

**PLEASANT GREEN BAPTIST CHURCH, Inc.  
21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTER (CCLC)**

**December 31, 2016**

**PLEASANT GREEN BAPTIST CHURCH, Inc.**  
**21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTER (CCLC)**

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# **MONTGOMERY & COMPANY**

Certified Public Accountants, P.C.

## **INDEPENDENT AUDITOR'S REPORT**

To: Board of Directors  
Pleasant Green Baptist Church 21<sup>st</sup> Century Community Learning Center (CCLC)  
Lexington, Kentucky 40508

We have audited the accompanying financial statements of Pleasant Green Baptist Church 21<sup>st</sup> Century Community Learning Center (CCLC) (a nonprofit organization), which comprise the statement of financial position as of December 31, 2016, the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditor's Responsibility***

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### ***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Pleasant Green Baptist Church, Inc. 21<sup>st</sup> Century Community Learning Center (CCLC) as of December 31, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Montgomery & Company  
June 10, 2017

**PLEASANT GREEN BAPTIST CHURCH, Inc.**  
**21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTER (CCLC)**

**STATEMENT OF FINANCIAL POSITION**  
**DECEMBER 31, 2016**

**ASSETS**

Cash	\$ 5,550
Grants receivable, net	46,304
Fundraising, donations	10,200
<b>TOTAL ASSETS</b>	<b>\$ 62,054</b>

**LIABILITIES AND NET ASSETS 62,054**

**LIABILITIES**

Accounts payable	\$ 14,255
<b>TOTAL LIABILITIES</b>	<b>14,255</b>

**NET ASSETS**

Unrestricted	47,799
<b>TOTAL NET ASSETS</b>	<b>47,799</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 62,054</b>

The accompanying notes are an integral part of this statement.

**PLEASANT GREEN BAPTIST CHURCH, Inc.**  
**21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTER (CCLC)**

**STATEMENT OF ACTIVITIES AND CHANGES IN NET  
ASSETS FOR THE YEAR ENDED  
DECEMBER 31, 2016**

	<u>Unrestricted</u>	<u>Total</u>
<b>REVENUES</b>		
Fundraising, donations	\$ 10,200	10,200
Grants receivable	46,304	46,304
Net non restricted assets	<u>56,504</u>	<u>56,504</u>
<b>TOTAL REVENUES</b>	<b>56,504</b>	<b>56,504</b>
<b>EXPENSES</b>		
21 <sup>st</sup> CCLC Program services		
Program Services	46,304	46,304
Total program services	<u>46,304</u>	<u>46,304</u>
Supporting services		
Management and general	5,100	5,100
Total supporting services	<u>5,100</u>	<u>5,100</u>
<b>TOTAL EXPENSES</b>	<u>56,504</u>	<u>56,504</u>
	2,200	2,200
<b>CHANGE IN NET ASSETS</b>		
NET ASSETS, beginning of year	62,054	62,054
PRIOR PERIOD ADJUSTMENT	<u>4,200</u>	<u>4,200</u>
<b>NET ASSETS, end of year</b>	<b>\$ <u>66,254</u></b>	<b><u>66,254</u></b>

The accompanying notes are an integral part of this statement.

**PLEASANT GREEN BAPTIST CHURCH, Inc.**  
**21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTER (CCLC)**  
**STATEMENT OF FUNCTIONAL EXPENSES FOR THE YEAR ENDED JUNE 30, 2016**

	21 <sup>st</sup> CCLC	General and Administration	Fundraising	Total Expenses
Salary	\$ 32,094	\$	\$	\$ 32,094
Payroll taxes, employee benefits	6,276			6,276
Fundraising, donations			10,200	10,200
Equipment				
Professional Services/Contractual	5,025			5,025
Supplies, materials	1,944			1,944
Travel	1,009			1,009
Total expenses	\$ 46,348	\$	\$ 10,200	\$ 56,548

The accompanying notes are an integral part of this statement.

**PLEASANT GREEN BAPTIST CHURCH, Inc.**  
**21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTER (CCLC)**

**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED**  
**DECEMBER 31, 2016**

<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Changes in net assets	\$ 62,054
Adjustments to reconcile net assets to net cash used by operating activities:	
Prior period adjustment	5,550
Changes in operating assets and liabilities	
Grants receivable	46,304
Accounts payable	8,200
NET CASH FLOWS USED IN OPERATING ACTIVITIES	<u>(56,548)</u>
NET INCREASE IN CASH AND CASH EQUIVALENTS	3,300
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>62,054</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 5,506</u></u>

The accompanying notes are an integral part of this statement.



**PLEASANT GREEN BAPTIST CHURCH, Inc.**  
**21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTER (CCLC)**

**NOTES TO FINANCIAL STATEMENTS**

**Organizational Purpose and Summary of Significant Accounting Policies**

The Pleasant Green Baptist Church, Inc. 21<sup>st</sup> Century Community Learning Center is a (a non-profit organization) was incorporated on August 1, 2007 in the Kentucky. The Organization has the following objectives:

- a. To provide educational, recreational, cultural, and social enrichment activities and services for students who are behind or failing in school;
- b. To provide family education and enrichment services

The significant accounting policies followed by the Organization are described below.

**Method of Accounting**

The financial statements of the Organization have been prepared utilizing the accrual basis of accounting, in accordance with accounting principles generally accepted in the United States of America.

**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from these estimates under different assumptions or conditions.

**Revenue Recognition**

Contributions, including unconditional promises to give, are recognized in the period received. Contributions received are considered to be available for use unless specifically restricted by the donor. Contributions are recorded at fair value, which is net of estimated uncollectible amounts. The Organization uses the allowance method to determine uncollectible pledges receivable. The allowance is based on experience as well as management's analysis of specific pledges made, including such factors as prior collection history, type of contribution, and nature of the fundraising activity.

The Organization receives grant funding from various government agencies and private foundations. Revenue is recognized only to the extent of expenditures under the terms of the grants. Grant awards not yet received are accrued to the extent unreimbursed expenses have been incurred for the purposes specified by an approved grant. Excess expenses incurred are borne by the Organization. Unexpended funds are returned to the grantors if required by the grant agreement. Some grant payments are received in advance of related expenditures. These amounts are reflected in the accompanying statements of financial position as deferred revenue.

**Income Taxes**

The Organization is a not-for-profit organization that is generally exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. In addition, the organization has been classified as an organization that is not a private foundation under Section 590(a)(1). Income that is not related to exempt purposes, less applicable deductions, is subject to Federal and state corporate income taxes. The Organization did not have any unrelated business income for the year ended December 31, 2016.

Income that is not related to exempt purposes, less applicable deductions, is subject to Federal and state corporate income taxes. The Organization did not have any unrelated business income for the year ended December 31, 2016.

**Cash and Cash Equivalents**

The Organization has no liquid investments for the year ended December 31, 2016.

**Contributed Services**

Several unpaid volunteers have made significant contributions of their time to the management of the Organization and to the health care operations. The value of this donated time is not recognizable and is not reflected in these financial statements.

**Functional Expenses:**

Expenses which apply to more than one function are allocated among functions to which they apply. The allocation of salary expense is made by management's estimates. Other expenses are allocated on the basis of percentage of time devoted to that function unless a more direct basis is apparent.

**Fair Value of Financial Instruments**

The fair value of the Organization's cash and cash equivalents, grants receivable, accounts payable, and accrued expenses approximates their carrying amounts due to the relatively short maturity of these items.

**Concentrations of Credit Risk**

The Organization derives a significant portion of its revenue from various government agencies. The Organization is dependent upon the availability of the government agencies to continue to offer grants in the future, and its ability to obtain those grants.

## **Cash**

The balance of cash consists of cash on hand and deposits in banks.

## **Property and Equipment**

The Organization's policy is to capitalize property and equipment purchases in excess of \$1,000. Property and equipment is stated at cost. Expenditures for major additions and improvements are capitalized and minor replacements, maintenance, and repairs are charged to expense as incurred. Upon disposal of property and equipment, the cost, accumulated depreciation, and amortization are removed from the accounts and any resulting gain or loss is included in the results of operations for the respective period. Depreciation and amortization of property and equipment are computed on a straight-line basis over the estimated useful lives of five to seven years. Property and equipment, if donated, is recorded at the approximate fair market value on the date of the donation.

## **Subsequent Events**

Subsequent events are events or transactions that take place after the reporting period for the statement of financial position. Certain of these events or transactions, recognized subsequent events provide additional evidence about conditions and estimates that existed at the date of the statement of financial position and retroactively revise those amounts reflected in the financial statements. Other subsequent events, not recognized subsequent events, did not exist at the date of the statement of financial position but arose after that date and are reported as additional disclosures in the notes to the financial statements. Management evaluates all significant subsequent events from the statement of financial position date through the date the financial statements are available to be issued.

## **Classes of Net Assets**

The Organization classifies net assets one category: unrestricted. All contributions and grants are considered to be available for unrestricted use unless specifically restricted by the donor. Unrestricted net assets are net assets without a donor imposed time and/or program restriction. The funds are available to the Organization to maintain its 21<sup>st</sup> CCLL program operations.

## Prior Grantee History/Capacity Form

**Duns # 091511063**

This section should only be completed by agencies who previously have received 21<sup>st</sup> CCLC grant funding. The form should reflect data from the most recent APR Center Profile provided by CEEP.

Most recent year of grant funding: 2016-2017

Grade Level Served:

☒ X Elementary (K-5) ☐ Middle (6-8) ☐ High (9-12) ☐ Adult Family Members

Year of Most Recent Center Profile: 2016-2017

Number of Regular Participants from most recent year's APR Center Profile: 44

Note: We serve an additional 50+ students and families through church programming activities.

No. of Students participating: 44 30-59 days 60-89 days 44 90+ days

\*Use data from the most recent CCLC Center Profile report

Please include a copy of the 2016-2017 21<sup>st</sup> CCLC Center Profile (or most recent).

**Program Effectiveness:** *Based on data available, describe the prior grant's success in the following areas:*

**Student Improvement (academic, behavioral, social)**

Over the past 9 years Pleasant Green Baptist Church has served over 700 children and families in our neighborhood-based after school program. Our program serves students who would not otherwise have access to a high quality neighborhood based program. In the least three years we have outperformed state averages and raised on average 65% of our students' reading grades and 68% of our students' math grades. During the 2016-2017 school year we raised 75% of students reading grades and 61% increased their math grades. Ninety-four (94%) of students improved their homework completion. One hundred percent (100%) of our students attended 60 or more days. In addition 72% of our students have improved their classroom behavior and engagement. We have an average of 70% parental/family participation during our family nights.

**Program Improvement (objectives met)**

Each year of the grant we have met the annual grant objectives. We work with our evaluator to ensure continuous improvement of our program. Being a neighborhood site has its challenges, but our strong partnership with the district and school helps us to eliminate the challenges. There were no areas of non-compliance found during our program monitoring visit. Over the past 9 years we have developed partnerships with Fayette County Public Schools, Harrison Elementary School, and business and communities organizations to sustain our grant. We are currently sustaining our grant at 50% of the original grant. We are one of the few faith and neighborhood-based afterschool programs in the state. Pleasant Green Baptist Church provides over \$45,000 annually in in-kind services. This continuation grant will allow us to continue to serve students who don't have access to high quality programs and serve additional students at the school site.

# 2016-2017 Center Profile

## Fayette County - Pleasant Green Baptist Church - Cont. 10

Total number of students attended	2016-2017	Prior Year (2015-2016)
Summer and School Year*	48	52
School Year	44	30

**NOTE:** Please refer to Table 1, on the third page of this profile for a description of how a *grade change*, a *high grade*, and a *struggling student* were determined for your site.

2016-2017 School Year Data	2016-2017 Frequencies	2016-2017 Percentages	Prior Year 2015-2016
<b>School Year Participation</b>			
Students attending 30+ days	44	100%	100%
Students attending 30-59 days	0	0%	0%
Students attending 60 or more days	44	100%	100%
Regular participants eligible for free/reduced lunch	29	66%	73%
Regular participants eligible for special education services	7	16%	3%
<b>Program Outcomes for Regular School Year Participants</b>			
Reading grades reported	n=44	100%	80%
Students who achieved high reading/ELA grades in the fall and spring	1	2%	17%
Students who increased their reading/ELA grades from the fall to spring	33	75%	63%
Students who decreased their reading/ELA grades from the fall to spring	0	0%	0%
Students who maintained their reading/ELA grades from the fall to spring	10	23%	21%
Math grades reported	n=44	100%	80%
Students who achieved high math grades in the fall and spring	3	7%	13%
Students who increased their math grades from the fall to spring	27	61%	67%
Students who decreased their math grades from the fall to spring	0	0%	0%
Students who maintained their math grades from the fall to spring	14	32%	21%
<b>Teacher survey reported results**</b>			
Students who improved homework completion	32	94%	100%
Students who improved their classroom participation	7	41%	93%
Students who improved academically	42	98%	100%
<b>Program Outcomes for Regular School Year Struggling Participants</b>			
Participants struggling in reading in the fall grading period	n=28	64%	46%
Students who increased their reading/ELA grades from the fall to spring	24	86%	91%
Students who decreased their reading/ELA grades from the fall to spring	0	0%	0%
Students who maintained their reading/ELA grades from the fall to spring	4	14%	9%
Participants struggling in math in the fall grading period	n=29	66%	63%
Students who increased their math grades from the fall to spring	18	62%	80%
Students who decreased their math grades from the fall to spring	0	0%	0%
Students who maintained their math grades from the fall to spring	11	38%	20%

2016-2017 School Year Program Characteristics			
Program Location (in school or offsite)***: within a church			
Number of parent/guardian and/or family members who attended activities	59		
Number of community partners	0		
Number of school day teachers (volunteer)	Fall: 1	Spring: 1	
Number of school day teachers (paid)	Fall: 0	Spring: 0	
Number of K-3 students receiving reading intervention	N/A		
Number of K-3 intervention students that met benchmark	N/A		
Summer 2016 Programming			
Number of weeks***	5 weeks		
Number of students served	27		

School Year Activity Types Offered			
Academic Activities***			
STEM (science, technology, engineering, math)	X	Credit Recovery	
		Homework Help	X
Reading Intervention		English Language Learner Support	
Literacy	X	GAP Reduction (Remediation/Acceleration)	
Tutoring		None	
College and Career Readiness Activities***			
Career/Job Training for Youth		Individual Learning Plan	
ACT or SAT Prep		Career Exploration	X
		None	
Enrichment Activities***			
Life Skills, Gardening, Crafts		Global Learning (languages or international history)	
Visual Arts	X		
Music & Drama	X	Community/Service Learning	X
Fitness	X	Mentoring	X
Health/Nutrition	X	None	
Adult Activities***			
Use of technology		Accessing Infinite Campus	
Family Literacy	X	Career/Job Training for Adults	X
Assisting with Homework		English Language Courses	
Communicating with Teachers		None	
Character Education Activities***			
Drug Prevention			
Counseling			
Violence Prevention			
Truancy Prevention			
Youth Leadership		X	
None			

Please see next page for Center Profile data notes.

## PROGRAM SUMMARY AND ABSTRACT

<b>Contact Information:</b> (If RFA is submitted jointly, this page may be copied for additional contact information.)	
Applicant Name (name of school/organization/entity/etc. applying for funds) Pleasant Green Baptist Church	
"Primary" Contact Person Dr. Lynn Smith	Title Board Chair
District or Organization Name (for contact person) Fayette County Public Schools	
Mailing Address (for contact person) 540 W. Maxwell Street	Phone 859-552-6827
City, State, and Zip Lexington, Kentucky 40508	Fax 859-553-6827
E-mail (for contact person) Drlynnsmith1@yahoo.com	

<b>Superintendent Information:</b> (Non-LEAs will need to provide information pertaining to the school the students to be served are attending.) If the RFA is submitted jointly or has more than one superintendent of schools, this page may be copied for additional superintendent information.	
Superintendent Name: Dr. Manny Caulk	District Name: Fayette County Public Schools
Mailing Address 701 E. Main Street	Phone 859-381-4000
City, State, and Zip Lexington, KY 40502	Fax 859-381-4001

**Site Information:** (Complete one box for each site that will provide a 21<sup>st</sup> CCLC program. No more than three sites.)

Site Name Pleasant Green Baptist Church
Physical Site Address 540 W. Maxwell Street
City, State, and Zip Lexington, KY 40508
Site Contact Person Dr. Lynn Smith
Site Contact Phone 859-552-6827
Site Contact E-mail drlynnsmith1@yahoo.com

Site Name Harrison Elementary School
Physical Site Address 161 Bruce Street
City, State, and Zip Lexington, KY 40508
Site Contact Person Tammie Franks
Site Contact Phone 859-381-3418
Site Contact E-mail tammie.franks@fayette.kyschools.us

## PROGRAM SUMMARY AND ABSTRACT

A. List each site name to be served in table below. For each site, answer columns across the table.

Specify: • Name of <u>each site</u> • Urban (U), Rural (R), or Suburban (S)	List <u>all</u> grade levels of students to be served at each CCLC site	Data regarding the school/district attended by the students during the regular school day.					Proposed # of students to be served at each site
		School Name (if more than one school sends students to this site, list all schools)	District Name	School Type	*% Free or Reduced Cost Lunch of each school building	** Actual school-wide enrollment for each school building	
Site:  X U <input type="checkbox"/> R <input type="checkbox"/> S	K-5	Harrison Elementary	Fayette	X <input type="checkbox"/> Public <input type="checkbox"/> Private	89%	27-	90
Site:  <input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S				<input type="checkbox"/> Public <input type="checkbox"/> Private			
Site:  <input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S				<input type="checkbox"/> Public <input type="checkbox"/> Private			

\* Must use data as reported to KDE (see Section 2.1.5 A.1 for details).

\*\* Must use (January membership) data as reported to KDE (see Section 2.1.5 A.1 for details).

B. Applicant is (please check one);

☐ Public School   ☐ Non-Public School   ☐ Community based Organization   X ☐ Faith Based Organization  
☐ Charter School   ☐ Other, describe: \_\_\_\_\_

C. Is proposal submitted jointly between (1) an LEA receiving Title I funds, and (2) CBO or other public or private organizations that propose to serve students attending schools in need of improvement (per section 2.1.4)?

X ☐ yes   ☐ no   If yes, attach copy of Memorandum of Understanding where indicated.

D. Who will serve as the fiscal agent (specify the name of the school district or the agency/organization)?  
Pleasant Green Baptist Church Education Corporation

E. Is the applicant (school district or agency/organization) a previous recipient of other 21<sup>st</sup> CCLC funds?  
X ☐ yes   ☐ no

If yes: ☐ Federal   X ☐ State   What date did award funding conclude: \_\_\_\_/\_\_\_\_/\_\_\_\_  
(month/year).

Currently receiving continuation funding



N. Specify beginning and ending times site is in operation other times of the year (*day school is not in session*):

	Summer		Holidays		Breaks		Other, <i>Describe</i>	
	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	8:30 AM	3:30 PM						
Tuesday	8:30 AM	3:30 PM						
Wednesday	8:30 AM	3:30 PM						
Thursday	8:30 AM	3:30 PM						
Friday	8:30 AM	3:30 PM						

## SITE SUMMARY AND ABSTRACT

Complete the following for EACH site. In case of multiple sites, copy page for each site.

Site Name: Pleasant Green Baptist Church

A. Services that advance *student achievement* (programs are limited in providing the following program activities in this list). Check all that apply:

- |   |   |
|---|---|
| X Reading or Literacy   | X Tutoring services and mentoring programs              |
| X Language arts   | X Technology, Video or Media, and                       |
| Telecommunication   |   |
| X Mathematics education activities  | X Activities for limited English proficient students    |
| X Science education activities  | X Assistance to truant, suspended, or expelled students |
| X Art and Music education activities  | ___ Expanded library service hours                      |
| X Entrepreneurial education programs  | X Promotion of parental involvement and family literacy |
| X Sports or Recreation  |   |
| X Drug and violence prevention, counseling, and<br>character education programs |   |
| X Service Learning  |   |
| X College and Career Readiness activities                                       |   |

B. Is this site on the list of Title I Schools and School Improvement?

X yes   ☐ no

C. Is this site a previous recipient of other 21<sup>st</sup> CCLC funds? X ☐ yes   ☐ no

If yes: ☐ Federal X ☐ State. What date did award funding conclude: \_\_\_\_\_  
(month/year).

D. Will site be located in an elementary or secondary school building? ☐ yes   X ☐ no

If no, where will the program be located (building name and address) and what is its geographic proximity to such a school? Pleasant Green Baptist Church 540 West Maxwell Street. The church is less than one mile (0.89 miles) from the school.

If no, why is this site not located in school building? This is a neighborhood-based program. Students who live in the neighborhood catch the school bus less 1 block away from the site.

If no, how will students be transported from school to site location? The church provides transportation for students from the school to church for students who do live in the immediate vicinity or for students who are not old enough to walk from the bus stop to the church. Students who stay after school at school site we be transported home via school bus.

E. Is this site licensed by the Department of Health and Family Services? ☐ yes   X ☐ no – attach copy of licensure certificates

F. Will qualified senior citizens (age 55 or older) serve as volunteers at this site? ☐ yes   X ☐ no, explain how:  
\_\_\_\_\_  
\_\_\_\_\_

G. Will students serve as volunteers at this site? X ☐ yes   ☐ no, explain how: High School and college students will serve a peer mentors and tutors.

H. Specify the % of Limited English Proficiency at this site: 14%

I. Specify the number of adult family members (*of students served*) this site is proposing to serve:  
75-100

J. Types of adult services to be provided:      X ☐ activities promoting parental involvement   ☐ GED training

- ☐ activities promoting family literacy      ☒ other, describe: family math activities  
 K. Program will be in session at this site during (check all that applies):  
☒ Afterschool   ☐ Before-school   ☒ summer   ☐ Holidays   ☐ Weekends   ☐ Evenings   ☐  
 Breaks  
☐ During the school day as described in ESEA Waiver  
☐ other: (specify : \_\_\_\_\_)  
☐

L. Complete the following table for program operation at this site:

	Regular School Year (i.e. September 4-May 23)	Summer		Grand Total for Entire Year (July 1- June 30)
		Prior to school start (July 1 – start of school)	Afterschool ends (following last day of school – June 30)	
Total # hours/week	12		35	
Total # days/week	4		5	
Total # of weeks	30		4	
Total # of days	120		20	
First date of operation	08/20/18	____/____/____	06/04/28	N/A
Last date of operation	05/17/18	____/____/____	06/28/18	N/A

M. Specify beginning and ending times site is in operation during school year (during non-school hours):

	Before School (Times of Operation)			Afterschool (Times of Operation)			Grand Total # hours/day
	Beginning Time	Ending Time	# hours before Sub- Total	Beginning Time	Ending Time	# hours before Sub-Total	
Monday				3:00 PM	6:00 PM	3	3
Tuesday				3:00 PM	6:00 PM	3	3
Wednesday				3:00 PM	6:00 PM	3	3
Thursday				3:00 PM	6:00 PM	3	3
Friday							
Saturday							
Sunday							

	During School Day related to ESEA Waiver (Times of Operation)		
	Beginning Time	Ending Time	# hours before Sub- Total
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

## CO-APPLICANT AGREEMENT

Pleasant Green Baptist Church 21<sup>st</sup> CCLC  
And  
Fayette County Public Schools

Hereby enter into an agreement to enable the applicant, Pleasant Green Baptist Church, and co-applicant, Fayette County Public Schools, to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

Fayette County Public Schools thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. **As the grant Co-Applicant, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:**

**Co-Applicant Contribution  
Table**

Contribution Description	Supports
Promote program awareness in the district	Recruitment of students and families
Provide district grant staff representative to attend annual advisory council meeting	Program evaluation and grant monitoring
Review and comment on annual 21 <sup>st</sup> CCLC local evaluation and program improvement	Academic Enrichment
Assist with district-level data collection	Academic Enrichment Program evaluation

**It is agreed by both parties that this Co-Applicant Agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program.** Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. **If the grant is awarded, Community Agency for Lifelong Learning will be notified immediately to begin the collaboration of services.**

Rev. T. H. Peoples, Jr.  
Co-Applicant/Partner Signature

11-15-17  
Date

  
Applicant Signature

11/20/17  
Date

## Co-Applicant/Partner Agreement

**Pleasant Green Baptist Church**

**And**

**Harrison Elementary School**

*Hereby enter into an agreement to enable the applicant, Pleasant Green Baptist Church, and co-applicant, Harrison Elementary School to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program.*

Harrison Elementary School thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program.

Contribution Description	Supports
Promote awareness of program during school open houses, beginning of the school year, and announcements	Recruitment of students and families
Jointly sponsor program activities between the two sites (e.g., Literacy Nights, Read-in, Enrichment activities, etc.)	Academic Enrichment Family Literacy
Review and comment on annual 21 <sup>st</sup> Century Community Learning Centers local evaluation for program improvement	Academic Enrichment
Share school resources (e.g., reading enrichment and intervention curriculum) to assist with alignment of program goals with the school	Academic Enrichment Family Literacy
Principal and/or representative to attend Quarterly Advisory Council Meeting	Academic Enrichment Family Literacy
Provide school staff to assist with data collection and evaluation requirements	Academic Enrichment/Evaluation

**It is agreed by both parties that this co-applicant agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants.**

  
Co-Applicant/Partner Signature

10/25/17  
Date

Rev. T. H. Lyles, Jr. Pastor  
Applicant Signature

11-15-17  
Date

## APPLICANT AGREEMENT

Pleasant Green Baptist Church  
And  
Fayette County Public Schools

Hereby enter into an agreement to enable the applicant, Pleasant Green Baptist Church, and co-applicant, Fayette County Public Schools, to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

Pleasant Green Baptist Church thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. **As the grant Co-Applicant, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:**

**Co-Applicant Contribution  
Table**

Contribution Description	Suppo
Promote program awareness in the district	Recruitment of students and families
Provide church staff representatives to attend annual advisory council meeting	Program evaluation and grant monitoring
Provide the following in-kind donations: Program space; office space; computer lab; library; 2 church vans; van gas and maintenance; meals for family night; supplies (cups, paper plates, etc.); janitorial services; and volunteers.	Academic Enrichment
Review and comment on annual 21 <sup>st</sup> CCLC local evaluation and program improvement	Academic Enrichment

**It is agreed by both parties that this Co-Applicant Agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Community Agency for Lifelong Learning will be notified immediately to begin the collaboration of services.**

Rev. T.H. Peoples, Jr.  
Applicant Signature

11-11-17  
Date

## PARTNER AGREEMENT

***Pleasant Green Baptist Church 21<sup>st</sup> CCLC***

**And**

***The National Council on Educating Black  
Children (NCEBC)***

Hereby enter into an agreement to enable the applicant, Pleasant Green Baptist Church 21<sup>st</sup> CCLC , and partner, Southside Christian Church to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

The Southside Christian Church thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:**

**Partner Agreement Contribution Table**

<b>Contribution Description</b>	<b>Supports</b>
Provide a personal library for each child enrolled	Academic enrichment
Provide access to technology based reading programs (e.g. Success Maker and other reading programs as they become available)	Recruitment of students and families
Review and comment on annual 21 <sup>st</sup> CCLC local evaluation and program improvement	Academic Enrichment Continuous program improvement

**It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program.**

Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. **If the grant is awarded, ABC County Extension Office will be notified immediately to begin the collaboration of services.**

  
Co-Applicant/Partner Signature

11-6-17  
Date

Rev. T. H. Peoples, Jr  
Applicant Signature

11-11-17  
Date

## PARTNER AGREEMENT

***Pleasant Green Baptist Church 21<sup>st</sup> CCLC  
And  
Southside Christian Church***

Hereby enter into an agreement to enable the applicant, Pleasant Green Baptist Church 21<sup>st</sup> CCLC , and partner, Southside Christian Church to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

The Southside Christian Church thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:**

**Partner Agreement Contribution Table**

Contribution Description	Supports
Provide 10-12 college student volunteers/mentors from the CATS for Christ program and volunteers from the	Academic enrichment
Promote awareness of the program	Recruitment of students and families
Review and comment on annual 21 <sup>st</sup> CCLC local evaluation and program improvement	Academic Enrichment Continuous program improvement

**It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program.**

Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. **If the grant is awarded, ABC County Extension Office will be notified immediately to begin the collaboration of services.**

Kevin Wooten

Partner Signature

11-11-17

Date

Rev. T.H. Peoples, Jr.

Applicant Signature

11-11-17

Date



## PARTNER AGREEMENT

**Pleasant Green Baptist Church 21<sup>st</sup> CCLC  
And  
Bethune Institute**

Hereby enter into an agreement to enable the applicant, Pleasant Green Baptist Church 21<sup>st</sup> CCLC , and partner, Bethune Institute to maximize resources to support and jointly coordinate services for children and families participating in 21<sup>st</sup> Century Community Learning Centers Program (CCLC).

The Bethune Institute thereby agrees and is committed to the following responsibilities to support the 21<sup>st</sup> Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21<sup>st</sup> CCLC program:**

**Partner Agreement Contribution Table**

Contribution Description	Supports
Professional development for school staff and volunteers (e.g., high quality programming, culturally responsive teaching, etc.)	Academic enrichment
Family engagement strategies and training	Recruitment of students and families
Review and comment on annual 21 <sup>st</sup> CCLC local evaluation and program improvement	Academic Enrichment Continuous program improvement

**It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21<sup>st</sup> Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, ABC County Extension Office will be notified immediately to begin the collaboration of services.**

Lipman Smith

Partner Signature

11-18-17

Date

Rev. T. It. People, Jr.

Applicant Signature

12-11-17

Date